Application for the Establishment of

The Imani School for Excellence
An Edison Partnership School

Submitted October 8, 2001

By Ivan Douglas Hicks
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The Imani School for Excellence

Full Application Narrative Outline

I. WHO WE ARE

A. Description of Founding Group

Below is a statement from members of the Board of Directors that summarizes their experience, qualifications, relevant affiliations and what they contribute to the founding group of The Imani School for Excellence (Imani). At this time, there are no plans to recruit other Board members. Plans to recruit a school leader are described in Section IV.C. Governance and Management. Plans to recruit a business manager are described in Section IV E. Fiscal Management.

Dr. Dana Bush
The most important asset I can contribute to the Board of Directors is my strong belief in the importance of cultural diversity in educational settings for youth. Not only do I believe that it is important for our youth to learn in a culturally diverse environment, I believe it is essential that schools teach the importance of valuing cultural diversity. I have a vast amount of training in cultural diversity and led a series of cultural diversity seminars for incoming medical students as a senior medical student at University of Pittsburgh. I look forward to being a member of the Board of Directors of The Imani School for Excellence.

Ivan Douglas Hicks
As the pastor of First Baptist Church North Indianapolis, I will bring to this project the commitment of my congregation and the love we have shown our community for over 116 years. I am also currently a candidate for the Ph.D degree in African American Studies from the Temple University in Philadelphia, Pennsylvania and bring to this project specific skill sets in the areas of ethnography, social scientific inquiry and curriculum development. Imani represents not only the vision of this pastor but also reflects the hopes of our congregation and great possibility for the community we serve.

Gwen Perry
I have spent a number of years dedicated and involved in the fundraising efforts of many of our community organizations. I will bring to the Imani School a broad-based background in fundraising and experience in volunteer and Board management and development. I also will bring my leadership experience from previous and current Board chairmanships and officer involvement.

Joseph Slash
"I am a retired Vice President of Indianapolis Power & Light Company, and a former Deputy Mayor of the City of Indianapolis. In both of these capacities I have been the liaison with public education institutions. I have also served on a task force that studied public school financing in the State of Indiana, and I was a member and served as chairman of a task force that was appointed by the Indianapolis Public Schools Board of Commissioners to study the efficiency and effectiveness of IPS. I will bring all of these experiences to bear as a member of the Board of the Imani School for Excellence."

Dr. Kent Millard
I have been Senior Pastor of St. Luke's United Methodist Church in Indianapolis since 1993. Prior to coming to St. Luke's I was a pastor and District superintendent in South Dakota for 25 years. St. Luke's United Methodist Church is one of the largest United Methodist Churches in the nation with 4300

members, average worship attendance of 2600 on Sundays and 10 different worship services each weekend. I have also served as a member of the Board of Trustees of Dakota Wesleyan University in Mitchell, S.D. for twelve years and I remain an honorary trustee. I will bring all of these experiences and relationships to my role as a member of the Board.

Aaron Spiegel
In addition to being an ordained rabbi, I am the information technology director for the Indianapolis Center for Congregations and am concurrently president of ARS Productions, an information technology firm which I helped found in 1982. I am also a founding member of the International Federation of Rabbis and currently serve as a Vice President for this organization. I will bring my experience with technology and with organization management to my role as a Board member for the Imani School for Excellence.

Dr. Edward Wheeler
I am a theological educator who has spent over 25 years as a teacher and administrator. I have a clear commitment to seeing young people achieve academically. I also have many years of experience dealing with the administrative tasks that provide the context that allows students to succeed. As a member of the Board of The Imani School for Excellence, I will be able to intelligently enter into the conversations that the Board must have in order to achieve its noble goal. I will also be able to help shape the goals for the school, develop plans and policies that the Board will use for the school, and help form procedures to evaluate the progress of the institution.

B. Community Partnerships

The Imani School for Excellence has received support from the following organizations:

UNWA Community Development Corporation
The Children's Museum
Celebration of Hope
Christian Theological Seminary
Holy Angels Church
Courage Family Life Center
First Baptist Church North Indianapolis

Please see letters of support in Tab 13

II. OUR VISION

A. Mission
Imani's mission is to challenge students to achieve excellence and to incite excellence within our community. Our belief is that by expanding the student's understanding of their greatness, and the greatness of the many cultures of the world, student's will not only soar to academic excellence, but they will also be culturally sensitive citizens.

B. Need
Because of lack of financial resources, most Indianapolis public school parents do not have any option other than the Indianapolis Public Schools (IPS) for their children's education. Indianapolis Center Township is a low-income community, with approximately 78% of the student population qualifying for

free/reduced lunches. IPS has a significant African-American population of 69% and a growing Hispanic population that has increased 300% over the past three years. There is a significant class and cultural divide between the majority of the personnel of the IPS and the majority of the parents. Parent participation in the schools is low. There is a high rate of suspensions and dropouts in the public schools, and over 55% of the students come from single parent homes.

Establishing the charter school gives parents a choice in public education. We are excited by the flexibility of a charter school in defining curriculum, school culture and ethics and the use of technology.

Test score data provided by IPS illustrate the need for the proposed charter school. As indicated on Table 1, at no point during the past four years have more than 25% of the IPS eighth grade student population, been able to exceed the median score on norm referenced or criterion referenced tests for both math and reading/language arts.

Further, the table also demonstrates that there has been a clear trend of decreased improvement for students with each successive grade that they remained in the Indianapolis Public School system.

Table 1:Indianapolis I-STEP+ Norm Referenced and Criterion Referenced Test Results for Fall 1997-2000 Indianapolis Public Schools

	Read. Lang/Arts	**Math**	**Both Tests**	
Fall 2000				
Grade 3	44	55	35	
Grade 6	21	30	16	
Grade 8	38	30	23	
Fall 1999				
Grade 3	50	56	39	
Grade 6	29	33	21	
Grade 8	39	32	24	
Fall 1998				
Grade 3	45	42	29	
Grade 6	28	27	18	
Grade 8	38	27	22	
Fall 1997				
Grade 3	45	45	31	
Grade 6	28	25	18	
Grade 8	38	24	20	

C. School Characteristics

A small school experience for every child
The Board of Directors of The Imani School for Excellence (Board) has chosen to partner with Edison Schools Inc. (Edison) because it is the leading education management organization. Based on its comprehensive research, high levels of effectiveness and vast experience working with urban populations in low socio-economic environments, the Board believes Edison will be able to provide the high caliber

education that the children of Indianapolis need. Most importantly, due to Edison's unique design, Imani will be able to provide *every child* with a small school experience while taking advantage of the economic benefits that a large-scale school can provide.

Academies
Edison is committed to schools that are small enough to function as communities. Therefore, school buildings are divided into "schools within a school," or academies, which provide a two- or three-year experience for students. Academies are Edison's largest unit of school organization. They are meant to be distinct programmatically and organizationally. Teachers and students work primarily within, rather than across, academies. Curriculum standards are set by the academy. Curriculum themes are distinguishable by the academy.

Houses
Houses are the basic units of student organization. Students are a part of the same multi-grade house for their entire time in the academy. Students work with all students in the house, not exclusively with same-grade classmates. Houses generally consist of 100 to 180 students, depending on the number of teachers in a house and the required class sizes. Students spend roughly two-thirds of their time learning within their houses and the remainder working with other students and teachers in the academy.

Classes
Classes are flexible in size and composition, depending on instructional goals. Primary classes may be predominantly age-graded and fixed, but regrouping for reading/language arts exposes more students to more teachers even at this level. Interactions between and among students and teachers increase with advancing grades.

House Teams
House teams are the basic units of teacher organization. Teams typically include six teachers who work with the same students from the beginning to the end of their time in the academy. Teams are headed by a lead teacher and usually represent a range of teaching experience. Each teacher on the team becomes a resource for teammates by developing a specialty in a subject area, in English as a Second Language, in technology, or in special education. The house team is responsible for the core academic program of instruction and for managing a common group of students in accordance with school policies and assuring their progress in achieving academic standards. Art, music, drama, dance, world languages, health, and physical fitness are taught by additional teachers who supplement and complement each team. House teams carefully monitor student performance and are accountable for student results. House teams regularly engage parents in the support of their children and share responsibility for supervising student progress toward goals referenced in Quarterly Learning Contracts. House teams meet on a regular and routine basis.

- School schedule and calendar
Proposed Calendar– 2002/2003 (The principal and staff will develop the final school calendar)

Imani will be in session for a minimum of 185 days in year one and 190 days in subsequent years. Anticipated hours of operation are Monday – Friday, from 8am – 4pm for grades three and above with dismissal at 3pm for grades K-2. The principal and staff will finalize school calendars and schedules. All extra-curricular activities will be held before or after school with the possible exception of the occasional fieldtrip.

<table>
<tr><td colspan="2" align="center">The Imani School for Excellence Calendar 2002/2003
(draft)</td></tr>
<tr><td>Monday August 12-Friday, August 16</td><td>Professional Development Training for Teachers</td></tr>
<tr><td>Tuesday, August 20</td><td>Full day Classes begin for students</td></tr>
<tr><td>Monday, September 2</td><td>Labor Day</td></tr>
<tr><td>Monday, October 14</td><td>Columbus Day</td></tr>
<tr><td>Monday, November 11</td><td>Veteran's Day</td></tr>
<tr><td>Wednesday, November 20</td><td>Thanksgiving recess begins at the end of morning classes</td></tr>
<tr><td>Monday, November 25</td><td>Classes resume</td></tr>
<tr><td>Friday, December 20</td><td>Winter recess begins at end of day</td></tr>
<tr><td>Thursday, January 2</td><td>Classes resume</td></tr>
<tr><td>Monday, January 20</td><td>Martin Luther King, Jr. Day (no classes)</td></tr>
<tr><td>Monday, February 17</td><td>President's Day</td></tr>
<tr><td>Friday, April 11</td><td>Spring recess begins at end of morning classes</td></tr>
<tr><td>Monday, April 21</td><td>Classes resume</td></tr>
<tr><td>Monday, May 26</td><td>Memorial Day (no classes)</td></tr>
<tr><td>Friday, June 6</td><td>Last Day of Classes</td></tr>
</table>

STANDARD PROGRAM REQUIREMENTS: PRIMARY GRADES K-2		
Program Components	**7-Hour Day (One Special)**	**8-Hour Day (Two Specials)**
Homeroom (Morning Meetings)	25 minutes daily	25-30 minutes daily
Success for All (Reading)	90 minutes daily	90 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science and Social Science	75-90 minutes daily	75-90 minutes daily
Writing/Language Arts	30-60 minutes daily	30-60 minutes daily
Fine Arts	40-45 minutes (Art and Music every fourth day, in rotation with PE & World Language)	40-45 minutes (Art or Music every other day)
Fitness-Health-World Language	40-45 minutes (PE and World Language every fourth day, in rotation with Art & Music)	40-45 minutes (PE or Spanish every other day)
Lunch	30 minutes daily	30 minutes daily
Transition Time	20 minutes daily	20 minutes daily
TOTAL	**420 minutes**	**480 minutes**

STANDARD PROGRAM REQUIREMENTS: ELEMENTARY GRADES 3-5	
Program Components	**8-Hour Day**
Homeroom (Morning Meetings)	25-30 minutes daily
Success for All (Reading)	90 minutes daily
Mathematics	60 minutes daily
Science and Social Science	75-90 minutes daily
Writing/Language Arts	30-60 minutes daily
Fine Arts	40-45 minutes daily (Art or Music every other day)
Fitness-Health/World Language	40-45 minutes (PE or Spanish every other day)
Lunch	30 minutes daily

Transition Time	30 minutes daily
TOTAL	**480 minutes**

STANDARD PROGRAM REQUIREMENTS: JUNIOR GRADES 6-8	
Program Components	**8-Hour Day**
Home Base Advisory	15 minutes daily
Reading/Language Arts	100 minutes daily
Mathematics	50 minutes daily
World Language	50 minutes daily
Science	50 minutes daily
History-Social Science	50 minutes daily
Fine Arts	50 minutes daily (Art or Music every other day)
Fitness-Health	50 minutes daily
Lunch	30 minutes daily
Transition Time	35 minutes daily
TOTAL	**480 minutes**

The minutes allotted to core academic subjects (math, science, literature-language arts, and history-citizenship) are required time allotments, directly related to course credits. Those allotted to other courses above are illustrative and dependent on student needs and elections.

➢ **Typical Day in the Life of an ISE Student**

A typical day for a student at Imani would involve an on-time arrival for a short opening assembly. This will be the administrations opportunity to provide orientation for school-wide activities and highlight the current character building/cultural value of consideration. Once school began, the student would immediately commence 90 minutes of reading instruction, which would include culturally specific literature. After reading the student would receive instruction in the remainder of the core subjects and in two special activity classes such as art or music or physical education or world language. Students would rotate through these classes on an every-other day schedule. Some time during the middle of the day, the student would also have lunch, where they might participate in a teacher led discussion about current events. After the school day is complete, the student might participate in one of many after school activities, for example the chess club or industrial arts. That night the student would tackle homework and go to bed early to get ready for another exciting day of learning at Imani.

III. EDUCATIONAL SERVICES PROVIDED

A. Educational Philosophy: Research Behind Edison's School Design

The Edison School Design is the result of a comprehensive research project conducted by a team of approximately thirty full-time professional employees and scores of outside experts. Edison's design team included respected education researchers, curriculum developers, teachers, principals, school administrators, writers, technology specialists, and experts in school finance and management. The external consultants represented virtually every field and sub-field of K-12 curriculum development. Together, they brought a wide range of cutting-edge perspectives on how to improve education through the reform of curriculum, instruction, assessment, professional development, school organization, and most other elements of education.

The research embodied in the Edison School Design is both primary and secondary. The primary research sent Edison staff literally around the world to see and experience what works in K-12 education. Staff members visited exemplary schools and had extended conversations with exemplary educators; they had hands-on experience with technology systems and software programs; they examined financial management systems; and they reviewed hundreds of school programs and met with the creators and practitioners of those programs.

Edison's secondary research was quite extensive and systematic. In every area of school design, Edison aimed to assemble the best scientific evidence of the effects of potential reforms—a process that led Edison to consider the work of renowned social scientists in this country and around the world.

A successful school must be greater than the sum of its parts. Edison has picked and chosen from so many successful programs, including some that are already in wide use in the education community. It is not possible to list every research study that informed the Edison school design. However a select number of especially influential studies are provided below.

School Organization
Edison is committed to schools that are focused, professional, collegial, supportive and individualized. This is partly based on the original research of one of their professional staff members, John E. Chubb, who studied school organization for ten years at The Brookings Institution. Also influential is the massive British study by Michael Rutter, Barbara Maughan, Peter Mortimore, and Janet Ousten, "Fifteen Thousand Hours: Secondary Schools and Their Effects on Children." In general, that which is commonly referred to in the field as "Effective Schools Research" has influenced the Edison design. Edison has been especially mindful of the uneven quality of this work, and attention was focused on the most scientific and reliable studies, nicely summarized in Marshall Smith and Stuart Purkey's important analysis, "Effective Schools: A Review," which was published in the *Elementary School Journal*. Finally, Edison has taken serious account of Rand's path breaking study of successful urban high schools, "High Schools with Character," authored by Paul T. Hill, Gail E. Foster, and Tamar Gendler.

School Community
It is commonplace to believe that schools cannot succeed without the reinforcement of families and communities. But few researchers have been able to document just how important these influences are, or to credibly demonstrate how to improve them. On these points, Edison has been especially moved by the work of Yale University psychologist James P. Comer, as reported in his *Scientific American* paper, "Educating Poor Minority Children," and the work of University of Chicago sociologist James Coleman in his book, *Public and Private High Schools: The Impact of Community*.

Children Who Are At Risk

A key element of the Edison School Design is its emphasis on building strong basic skills—early and in everyone. The surest way to promote school success is to provide students with a firm foundation in literacy and numeracy skills before they enter third grade. Correct small problems before they grow into large problems—that's part of the guiding philosophy behind the program for primary students. In creating the primary program, Edison has been impressed with a range of strategies and practices. But Edison has been especially impressed with the work of Robert Slavin, a Johns Hopkins University sociologist with a remarkable and well-documented track record of developing basic skills with students who are at high risk of academic failure. Edison's early cooperative learning programs, for example, reflect Slavin's commitment to individual accountability, and Edison's investment in tutors grows especially out of the effectiveness of tutors in his *Success for All* program, one that many school districts already use. In fact, Edison has adapted Slavin's *Success for All* program for use in its elementary

schools. One compilation of Slavin's research that is especially compelling is *Preventing Early School Failure*, co-authored with Nancy Karweit and Barbara Wasik.
The Board and Edison are committed to leaving no child behind.

Curriculum, Instruction, and Assessment
In the Edison School Design, the cornerstones of the education program were developed simultaneously and are, therefore, closely aligned. The school design begins with high academic standards. Countless studies document the effect of high expectations and ambitious coursework on student achievement. For example, James Coleman, Thomas Hoffer, and Sally Kilgore in *High School Achievement.* Our curriculum also places a premium on active learning—or the "constructivist" approach to education. We have been especially influenced by recent work in cognitive psychology that provides major insights into patterns of learning. John T. Bruer in Schools for Thought: A Science of Learning in the Classroom summarizes the best of this research. Along similar lines, we are committed to an assessment system that encourages and gauges the thought processes that our instructional program favors. Work by University of Pittsburgh psychologist Lauren Resnick and the New Standards Project is particularly convincing.

As for specific areas of the curriculum, attention has been paid to the California, Massachusetts, and Virginia frameworks and the national standards produced by professional academic associations in the United States, such as the National Council of Teachers of Mathematics. The British National Curriculum standards are especially impressive among international models. None of these curricula, however, are directly embraced in the Edison School Design. Some of Edison's most original work lies in the development of our Academy Standards and Curriculum Frameworks

Technology
Technology holds remarkable potential to stimulate thinking and learning. Probably no one has more convincingly demonstrated the creative educational power of technology than MIT mathematician Seymour Papert. In addition, Edison has closely monitored the success of Indiana's "Buddy Project," which put computers into the homes of high-risk students. The success of that project was instrumental in Edison's decision to put computers in the home. Finally, Edison's technology program has benefited from many talented educators and researchers working diligently in the New York office.

➢ **Culture**
Multicultural education will be a major emphasis of the Imani program and this will permeate the climate and very spirit of the school. Students will be shown great accomplishments by people from all backgrounds and will be held to the same standard for their own success. Students will develop a sense of pride for their own heritage and a high degree of tolerance and understanding for cultures different from their own. Students will learn the value of peaceful, non-violent conflict resolution and true meaning of social justice. Students will be expected to apply these same concepts in their daily lives outside of school and serve as role models in their community.

B. Academic Standards

In addition to the high expectations of the Board, our education management partner, Edison, has specified its academic standards, by subject and grade, in a 300-page document entitled *Student Academic Standards.* Space limitations prevent its inclusion in this application. However, copies are available upon request. Below are exit standards for English Language Arts and mathematics. Exit standards for foreign language are included in the comparison of additional standards to Indiana standards.

English Language Arts

Edison has developed eighteen (18) standards for eighth grade reading, writing, language arts and oral communication. Three examples are provided below.

Standard 5: READ critically, using knowledge of various literary elements

Level 1
- Describe an author's point of view and contrast it with own beliefs or views.
- Cite characteristics associated with literary forms, including poetry and prose.
- Identify use of common persuasive literary techniques used in literature.

Level 2
- Explain the use of local color as part of the setting.
- Compare two or more versions of stories and myths from different cultures.

Level 3
- Identify the presence and function of symbols in literature.
- Describe alternative solutions to conflicts found in literature.

Standard 6: WRITE effectively in a variety of forms and genres

Levels 1-3
- Contribute a variety of successful examples of different genres (fiction, nonfiction, poetry, business and personal letters, drama) and forms of writing (expository, narrative, persuasive, interpretative, descriptive) to writing folders.

- Plan, write, and revise written work in response to the standards and requirements (as described in student handbook or task rubric) of the particular form or genre selected or assigned. For example, follow appropriate conventions for footnotes and bibliographic citations when writing reports, reviews, and research papers.

Media Literacy

Levels 1-3
- Analyze the characteristics of news reports, which are designed to provide factual information, and editorials or opinion essays, which are designed to persuade with well-reasoned arguments that are supported by facts.
- Use headlines, titles, illustrations or video images, and captions to identify a news story's main idea. Read, listen, or view the story to evaluate how well supporting details support the main idea.
- Identify and describe persuasive techniques used in commercials and advertisements that use exaggeration (empty promises, implied or stated), association (band wagoning, testimonials), statistical evidence, etc. to convince consumers to purchase the featured product.
- Analyze different programs, commercials, or films to draw conclusions about the validity of their messages.
- Discuss the impact of popular culture on our own self-image and its impact on our view of our society.
- Identify examples of bias, stereotyping, or exaggeration in news broadcasts.

Mathematics

Edison has developed seven (7) exit standards for eighth grade mathematics. Three examples are provided below.

Standard 5: RECOGNIZE, describe, and generalize patterns and functions

Levels 1, 2, and 3
- Identify, analyze, and generate numeric and mathematical patterns in different situations.

- Explain and represent patterns and relationships with tables, graphs, verbal rules, algebraic expressions, or sets of points on a coordinate graph.
- Analyze functional relationships and explain how a change in one variable results in a change in another variable.

Standard 6: APPLY algebraic concepts and processes
Levels 1, 2, and 3
- Use variables, expressions, and equations to represent situations.
- Explain and represent relationships using tables, graphs, and rules.
Level 2
- Translate word phrases into variable expressions.
- Evaluate algebraic expressions.
- Solve variable expressions and equations by substitution.
- Solve linear equations using informal and formal methods.
Level 3
- Explain a problem in a variety of ways, including using a pictorial representation, a graphical representation, and/or an algebraic representation (using diagrams, models, and/or symbolic expressions).
- Solve inequalities and nonlinear equations informally.
- Graph equations for lines and identify slope, intercepts, and roots.

Standard 7: TRANSLATE data into usable knowledge.
Levels 1, 2, and 3
- Apply concepts of variability, chance, probability, sampling, predictions, combinations, and simulations.
—Identify random and nonrandom samples.
—Explain the difference between fair and unfair games.
—Find combinations and permutations by using counting techniques such as tree diagrams to determine the number of ways an event can occur.
—Devise and conduct experiments to find the probability of dependent and independent events.
- Produce, organize, interpret, and use data.
—Read and create bar graphs, line graphs, histograms, circle graphs,
Scatter plots, stem and leaf graphs to organize and analyze data.
- Use statistical methods to describe, analyze, evaluate, and to predict and make decisions.
—Design an experiment to study a problem and communicate the outcome.
—Determine the range of a set of data and understand its significance.
—Determine indicators of central tendency: mean, median, and mode.
- Analyze statistics reported in the media to identify trends in politics, movies, music, media, and fashion.
—Understand and reason about the use and misuse of statistics.
—Identify sources of sampling errors.

➢ **Comparison of Indiana Standards to Edison Standards**

FOREIGN LANGUAGE STANDARDS
The Edison foreign language program is entitled World Language and begins with instruction in kindergarten for all students that continues through 8th grade. Normally, instruction is exclusively in Spanish except for native Spanish speakers who may use this time to focus on English or another language depending on their English abilities. Since Indiana's language program begins in the middle

school years, there is no direct comparison that can be made between the two programs. However, the Board chose to include the standards for the very fact that a direct comparison cannot be made. We believe this demonstrates the uniqueness of school and an example of one ways in which our program will exceed the standards of the state of Indiana. The comparison below is based on 8th grade exit standards for Edison and the Indiana standards for third year foreign language instruction which would be at the 9th, 10th or 11th grade level depending on the school corporation and when the student began foreign language instruction. Coincidentally, both Edison and Indiana have just three standards for this subject level.

INDIANA STANDARD
(Developing Learning Stage)
Communication

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. (Interpersonal)

Modern Languages

3.1.1 Interact in a variety of social situations beyond the classroom.
> **Example:** Give basic directions to a foreign visitor, such as how to get to a particular room in the school or find a specific place in the community.

3.1.2 Provide and exchange detailed information on familiar topics.
> **Example:** Describe food and leisure time preferences to a native speaker of the language such as a host family member.
> **Example:** Inquire about price, size, and availability of items while shopping in the foreign culture.

3.1.3 Describe and explain state of being and feelings.

3.1.4 Express agreement and disagreement, and supporting opinion with simple reasoning.

EDISON STANDARD
Standard 1: UNDERSTAND and converse with others using simple words, phrases, and commands in Spanish at increasingly complex levels
Level 1
- Develop receptive vocabulary by listening to native and fluent conversations, and audio or videotapes (total physical response is appropriate at this level).
- Use body language, words, and simple phrases to communicate orally in Spanish.
- Build vocabulary through identification of cognates.
- Speak clearly with some emphasis on pronunciation and intonation.
- Recognize and use common expressions such as: name, date, time, weather, counting to 1000, and use of ordinal numbers from *first* to *tenth*.
- Communicate with others in Spanish via E-mail, audio-, and videotapes to increase everyday use
- Of the language in a purposeful setting.
- Contribute ideas during partner and group discussions using Spanish phrases and simple
- Sentences.
Level 2
- Use words and phrases to communicate concepts related to self, family, and school.
- Respond verbally to simple questions with ease and confidence.

- Organize thoughts and ideas for oral presentations using graphic organizers and begin to take notes.

- Interact with native-like oral fluency in a bilingual or Spanish-only setting.
- Understand and use more complex and idiomatic expressions.
  Begin to laugh at riddles, jokes, and expressions.

INDIANA
Standard 2: Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

Modern Languages

3.2.1 Identify main ideas and topics in a variety of authentic written materials.
> **Example:** Identify and personalize the main ideas in an authentic reading on leisure activities by listing them and then ranking the activities according to preference.
> **Example:** Select potential pen pals from a "personals" section of an appropriate foreign language newspaper or magazine.
> **Example:** Demonstrate comprehension of a written description of foreign culture mealtime customs by identifying some table etiquette or table setting similarities and differences.
> **Example:** Demonstrate understanding of foreign language apartment rental or real estate ads by matching appropriate residences with written descriptions of families.

3.2.2 Understand short literary selections.

3.2.3 Comprehend and respond to main ideas in language spoken by native speakers on familiar/simple topics.
> **Example:** Demonstrate understanding of authentic directions, e.g., use of telephone, use of automated parking, self-service in a cafeteria, use of ATM, by following the directions in a role-play.

EDISON
Standard 2: LISTEN and respond to oral and context-rich presentations of age-appropriate Spanish-language stories, songs, poems, and news media, and acquire the nuances of the Spanish culture by real use of the language in varied real-life settings
Level 1
- Read for meaning in Spanish from a variety of literary approaches including environmental print, recalling the main idea, reciting poems, and singing songs in Spanish.
- Use Spanish-language reference materials (bilingual or Spanish-only) such as an atlas, dictionary, thesaurus, and encyclopedia.
- Listen to native-language Spanish television programs, news reports, game shows, and
- Advertisements.
- Present skits or reenactments of familiar Spanish stories, poems, and songs.
Level 2
- Retell the sequence of events in stories including the problem, plot, and resolution.
- Pantomime or act out actions and/or behaviors of characters in a story, poem, or song.
- Paraphrase stories, poems, and songs learned in Spanish.
Level 3

- Take organized notes in all content-related areas in Spanish.
  Retell in Spanish supporting details of a story's plot and setting, using complete sentences.

INDIANA
Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

Modern Languages

3.3.1 Read aloud with appropriate intonation and pronunciation.

3.3.2 Recite proverbs, short anecdotes, or poetry.

3.3.3 Relate a simple story about a personal experience or event.
        Example: Describe a party for a family member.

3.3.4 Write paraphrases, summaries, and brief compositions.
        Example: Write a description of a home in the foreign country.

3.3.5 Give commands, directions, and instructions in a variety of situations.

3.3.6 Give oral presentations on familiar subjects dealing with the foreign culture.
        Example: Give an oral report to the class on a special event in the foreign culture, e.g.,
        Tour de France, a bullfight, a *Fasching* celebration, a New Year's celebration, etc.

EDISON
Standard 3: WRITE short, coherent Spanish compositions with accuracy
Level 1
- Write simple phrases and sentences in Spanish.
- Write brief biographical sketches in Spanish, which may include pictures and approximated spelling and grammar.
Level 2
- Write more detailed descriptive paragraphs in Spanish with decreasing use of pictures and increasing use of correct spelling and sentence structure.
Level 3
- Write narrative, descriptive, expository, and imaginative passages in Spanish with confidence.

➢ **Promotion**
It is the belief of the Board and Edison that no child should be retained simply because a set of numbers dictate retention. It should always be the result of a thoughtful consideration of all the factors that contribute and impede academic success, particularly including a child's emotional and social development. It should always be the product of a partnership between school and home, between classroom teacher and school student support resources. And it should always be the product of clearly defined process begun in the first or second quarter of the school year.

This process and the student's performance is then monitored and adjusted throughout the year. If all measures have failed to support the child's academic and social growth, the classroom teacher, in consultation with parents or guardian and colleagues involved in the student's education, will make a recommendation to the principal for promotion or retention. Although consensus is the goal, the final recommendation is the teacher's and final responsibility for accepting that recommendation is the principal's.

The details of the process will comply with local and state procedural requirements and the preference of the IMANI's Leadership Team (composed of the School Technology Manager, Business Services Manager, Student Support Manager, Special Edison Coordinator and the lead teachers for each house. The principal may add members on a standing or ad hoc basis.) But it will always include the following qualities:
- Published policy and procedures with stated criterion for identifying at-risk of retention students
- Individual action plans, including involvement of the school's Family And Student Support Team (FASST) team, for supporting students at risk of retention
- Timeline for communication, intervention, review, decision-making
- Compliance with all state policies
- Early communication with and involvement of parents/guardian
- Teacher recommendation and principal decision

The goal is to make sure that each child is responsibly served by the school's decision regarding his or her future. Edison's academic program and commitment to differentiated instruction provides significant support for an educational environment that can serve the diverse needs of all children within their peer groups. Therefore, that is always their first preference. Homogeneous ability level reading groups, in particular, allow instruction specifically targeted to each student's need level. Additional programmatic supports, depending on Academy level, will include but will not be limited to the option for ability level grouping in mathematics, enlistment of the FASST on behalf of students at risk of retention, remedial support (*Success For All* tutors), and Special Edison Support (SES) team pull asides, where appropriate. These resources will not only be brought to bear in an intervention to ensure that all that can be done to support a child's educational advancement will be done, but will also provide supportive evidence for whatever decision will be made on behalf of the student.

➤ **Adoption of Additional or Independent Standards**
The chief responsibility of Edison Headquarters is to ensure that Imani achieves high results without stifling its creative fervor. Edison's mission is to serve students' interests. Toward that end, Edison commits resources to Curriculum Research and Development, including the production and dissemination of learning materials such as academic standards.

In the interest of continuous improvement, Edison aggressively seeks out best practices and invests significant energy in keeping abreast of the latest developments in educational research. It is from these efforts that Edison develops its standards and then compares them with the standards of the various national and international bodies of research for each discipline, for example, the National Council of Teachers of Mathematics.

Standards found to be substantially better are then reviewed by committees of existing Edison teachers for incorporation into the Edison design. After coming to a consensus, the teacher group, along with the respective curriculum department head will present the recommendations for new or improved standards to Edison's Chief Education Officer. If approved, they are disseminated to schools in electronic and paper format and professional development training sessions are provided as necessary.

Imani will have the benefit of an ongoing research and development project that keeps educators up to date on effective practices, innovative curricula, and whatever information is necessary for them to do the best possible job for students. Edison has invested heavily in research and development and has a strong commitment to a sound research base.

C. Curriculum

Imani will offer a challenging, innovative and flexible curriculum that will provide Indianapolis with a program of distinction. For example, to help teachers and students satisfy its standards, Edison has adopted or created instructional programs, either proven in research or based on proven best practice, to facilitate high achievement for all students. These programs include *Success for All* or *Open Court* for K-5 reading, *The University of Chicago School Mathematics Project* (UCSMP) for K-6 mathematics, *BSCS* for K-8 science, and *The Wilson Reading System* for remedial reading—each an exemplar of the sound pedagogy that Edison promotes in every classroom.

Please find below an overview of Edison's instructional program and teaching information for grades K-8.

1. Communication Arts

K-8 Reading
The reading program fosters a high level of literacy, incorporating a balanced literary approach that stresses phonics in the primary grades. These high learning expectations help students become competent and confident readers.

- **K-1**: Students in the beginning reading program use a series of phonetically regular books to demonstrate how print is organized and to promote the recognition of the structure of words. This is reinforced with activities such as developing knowledge of story structure, specific comprehension skills, and integration of reading and writing to create a balanced approach to literacy. Students read from a variety of literary genres to identify similarities of characters, and to connect events or settings to real life experiences. Students leave the program able to read high-frequency words fluently and to monitor their own reading.

- **2-5**: Students use a literature-based reading program with cooperative learning to select, read, share information, and identify elements from a wide variety of genres. Students engage in activities to enable them to demonstrate critical reading skills by identifying literary elements, author style, point of view, and problem-solution. This continued balanced literary approach provides practice in story structure, prediction, summarization, and continuing decoding practice. Students leave the program able to comprehend literary works and expository texts using prior knowledge, and able to make valid judgments using explicit and implicit structures.

- **6-8**: Students in the Edison-created, literature-based program use a literature anthology and novels to become effective readers as they interact with content material and become critical readers. The literature includes many selections from a wide variety of sources including World Cultures Literature, African American Literature, and Multicultural Literature with Hispanic Emphasis. Authors include Alex Haley, Walter Dean Myers, Sandra Maria Esteves, Joyce Hansen, Rudolfo Anaya, and Esmeralda Santiago, among others. Students are able to comprehend and interpret literature and draw conclusions about how setting, theme, or plot impacts characters. Students

identify author's tone, point of view, and purpose. Students leave the Junior Academy able to understand the meaning of text using a variety of strategies, and able to conduct self-directed research.

K-8 Writing

The core curricula teach writing as an essential means of communication, actively engaging students in the writing process and encouraging them to express their ideas in a personal manner.

- **K-2**: The writing program is taught through the writing process with an in-context approach to spelling, grammar, punctuation, and usage. Student work is gathered in portfolios that demonstrate knowledge of and ability to use the writing process, and the ability to use the appropriate grade level rules and conventions in writing. Students leave the primary academy able to write in complete sentences with legible handwriting. Students are able to revise writing to change confusing words, phrases, or thought order. Student resources are grade level books from the *Write Source series* (*Write One* and *Write Away*) as well as sets of thesauruses and dictionaries.

- **3-5**: The writing program is taught through the writing process with students writing in a variety of genres, adjusting the style to the intended audience. Students demonstrate the ability to use rules, standards, and conventions in writing. Students are able to edit their work for overused words and respond to editing suggestions. Students leave Edison's Elementary Academy able to write a clearly stated report on a curriculum-related topic using several sources. Students are able to request information in a business letter and correspond on the Common. Student resources are grade level books from the *Write Source* series (*Write on Track* and *Writers Express*) as well as sets of thesauruses and dictionaries. Edison *Writing Benchmarks* (a monthly assessment tool described below) give teachers clear information on student achievement in writing and the ability to focus on areas that need improvement.

- **6-8**: The writing program is taught through the writing process, allowing students to develop skills and expertise as writers. Students have acquired a variety of prewriting strategies and are able to write effectively in a variety of forms and genres. Students are able to evaluate and revise work to improve clarity and organization, and incorporate transitional phrases. Students will vary sentence structure for emphasis and apply spelling rules and references to produce quality work. Students are becoming proficient on the computer, and publish finished edited pieces. Student resources are grade level books from the *Write Source* series (*All Write* and *Write Source 2000*) as well as sets of thesauruses and dictionaries. *Edison Writing Benchmarks* give teachers clear information on student achievement in writing and the ability to focus on areas that need improvement.

K-8 Oral Communication

The core curricula for oral communication teach students to communicate clearly and with confidence, helping students become informed, intelligent communicators, whether one-to-one, or in a group.

- **K-2**: The oral communication program helps young students make sense of the vast amount of information that comes to them aurally. In the Primary Academy, two of the most important applications of listening skills are the comprehension of classmates' oral reports and listening to stories. Students develop communication skills to share information with classmates and participate in discussions. Students are able to act out a favorite part of a story, give a book talk, and memorize poems. Students leave the primary academy able to recite name, telephone, number and address, and introduce a visitor to the class as a greeter.

- **3-5**: The oral communication program in the elementary academy allows students to use communication as a mechanism for presenting information in a variety of formats and settings. Students strive for coherence, clarity, and a compelling manner in speaking. Students are able to introduce classmates, give directions, and share ideas and opinions on a topic. Students develop and apply listening strategies when they watch the speaker for expressions, and determine what questions to ask the speaker. Students leave the Elementary Academy able to listen for false claims and reconsider their own opinions as information is presented.

- **6-8**: The oral communication program in the Junior Academy provides students with numerous opportunities to define and express their opinions in different forums: whole class discussions, individual and group oral presentations, small group, and partner discussions. Students are able to identify elements of persuasion and appeal, prejudice or bias, fact and opinion, while communicating. Students leave the Junior Academy able to follow agreed-upon discussion guidelines to avoid monopolizing time, interrupting others, or showing disrespect or impatience. Students clarify misunderstandings by asking the speaker to restate a statement or opinion.

3. Math

K-8 Mathematics
The proposed program stresses a balanced approach to mathematics, emphasizing exploration and application, while at the same time practicing and improving fundamental skills.

- **Philosophy:** The guiding principles rely upon the belief that every child can learn; every child must learn by doing; technology is the future of education; every child must be able to coherently explain and apply math rather than spout rote facts; and that every child should be accurately assessed in various ways.

- **K-2:** In the Primary Academy, Imani students will be engaged in *Everyday Mathematics*, a hands-on, manipulative-based program that encourages students to explore the relationship between numbers rather than focusing on rote process. Students will explore patterns behind numbers and number systems before moving on to examine the relationships between numbers and the basic operations. Students will be encouraged to examine not only the algorithms behind computational procedures but also the reasoning for those algorithms. *Everyday Mathematics* is the commercial title of the math program developed by the University of Chicago and originally known as the **University of Chicago School Mathematics Project.**

- **3-6:** In the Elementary Academy, Imani's students will be engaged in *Everyday Mathematics*, a curriculum that encourages teachers and students to go beyond arithmetic and to explore more of the mathematics spectrum by investigating data gathering and analysis, probability, geometry, patterns, and basic algebra. This curriculum is project-based, requiring students to master not only the arithmetic skills of the curriculum, but also the social and communication skills involved in cooperative groups. Students will be involved in various cross-curricular activities that not only reinforce their number sense and computational ability, but also open up discussions of larger themes. Some of these activities include a unit on space, travel across the United States, and travel around the world. The focus is on fractions, computation, and data analysis.

- **7-8:** In the Junior Academy Imani's students will be enrolled in *UCSMP Transition Mathematics*, a pre-Algebra course that introduces students to the foundation needed to successfully complete algebra. Students will begin the year solidifying their knowledge of the decimal system and basic skills before jumping to variables and solving equations by mid-term. By the end of the year,

students should be able to solve complex algebraic equations, and learn to graph solutions on a coordinate plane. Students who begin the junior academy with weak math skills may take two years to complete *Transition Mathematics.* Most students begin the *USCMP Algebra I course* in Grade 8. Students leave the Junior Academy fully prepared to meet the challenges of high school.

4. Social Studies

K-8 Social Studies

- **Grade K-3**: A course called *A Distant Place* will be offered that looks at thematic topics, our place in the solar system, the Earth as our home, dinosaurs, early civilizations, trade, and the American Scene around geography, chronology, history and civics, and economics. The purpose of this course of study is to help youngsters link worlds far away to their current place in space and time. Students at this age are also fascinated by the drama of space and prehistoric times. In grades 4 and 5 students deal with their community, state and nation—the here and now.

- **Grade 4-5:** The program offers a full survey of U.S. History. This emphasis could easily be adjusted, though local partners often find that Edison's longer school day and year allow more content to be covered than would normally be the case. With 45 minutes per day and typically 190 days per year set aside for social studies, fifth graders are capable of experiencing a quality survey of U.S. History highlighting major themes from the age of exploration through current times.

- **Grade 6-8:** In grades 6 and 7 the program offers the second year of its world history sequence. Edison believes that in a world where communication, transportation, and trade are rapidly bringing nations of the world together, and in a nation where immigration from all over the world continues to shape American society profoundly, it is vital for students to understand the entire world. For this reason three years (grades 6, 7 and 10) are devoted to world history. In grade 8, the first of a two-year sequence of US History will be offered.
- The program integrates economics and geography throughout its K-8 curriculum. The social studies curriculum is based every year on an integration of four fields of knowledge: history, geography, economics, and civics.

5. Science

K-8 Science
As well as developing students' understandings of the Content Standards, the science curriculum in grades K-8 embodies the Science Teaching Standards and the standards for Assessment in Science Education expressed in the National Science Education Standards.

- **Organization & Structure:** The science program is a constructivist instructional model that provides teachers with strategies for addressing how students learn and understand science. The proposed program is a hands-on inquiry based program. The course content in grades K-8 is structured somewhat differently in the two programs. In the program in grades 1-5 there are four modules each year in the areas of physical science, earth and space science, life science, and science and technology. In grades 6-8 the science program is taught from an interdisciplinary design that incorporates physical, earth, and life sciences with a strong emphasis on the relationship between science and technology.

- **K-5:** In the Primary and Elementary Academies, Imani's students will be engaged in *BSCS Science T.R.A.C.S.* The modules in the Physical Science, Earth and Space Science, and Life Science strands incorporate the abilities and understandings of scientific inquiry and those in the Science and

Technology strand emphasize the abilities and understandings of technological design. Each module of the *BSCS Science T.R.A.C.S.* program engages students in the processes of scientific inquiry and technological design. Hands-on activities will allow students to explore objects, events, and organisms in their environment and invite them to develop and explain concepts in their own words, both orally and by writing and drawing. In grade 1 student will investigate properties, earth materials, animals and their needs, and test materials. In grade 2 students will investigate position and motion, weather, plants, and design sound systems. In grade 3 students will investigate electrical systems, objects in the sky, life cycles, and designing structures. In grade 4 students will investigate changing properties, the changing earth, ecosystems, and solving pollution problems. In grade 5 students will investigate heat and changes in materials, weather systems, human systems, and designing environmental solutions.

- **6-8:** In the Junior Academy, Imani's students will be engaged in *BSCS Middle School Science and Technology*. Each unit of the curriculum is developed around a theme that unifies major ideas from all areas of science and technology and creates a coherent unit of study. *BSCS Middle School Science and Technology* creates opportunities for students to learn skills, develop concepts, and acquire attitudes in many areas of science and technology. In this curriculum, students learn the skills for working effectively in a group and the process skills that are required to participate actively in scientific investigations. Students will develop the key concepts necessary to understand the foundations of science and technology, such as the theory of plate tectonics, the particle theory of matter, the chromosome theory of inheritance, the theory of evolution, the principles of design, cost-and-benefit analysis, and systems analysis. To keep studies rooted in the nature of science, the curriculum will also introduce students to scientific and technological attitudes such as accepting ambiguity, searching for evidence, working to support and justify answers, recognizing inferences, and not always expecting right and wrong answers or simplistic solutions to complex scientific questions or technological problems. In grade 6 students will investigate patterns of change in plant growth, the phases of the moon, volcanoes, earthquakes, weather, and natural disasters such as hurricanes. In grade 7 students will explore diversity and limits in populations, testing properties of materials, hereditary traits, and genes. In grade 8 students will investigate systems and change in body systems, evolution, energy systems, and exponential population growth.

6. K-8 Music and Visual Arts

The philosophy of arts education is that all students should receive a comprehensive and sequenced arts education; that the curriculum should be discipline-based, encompassing studio production and performance, art history, art criticism, and aesthetics; and that fine arts should be an integral part of the school community.

Essential components of the **music** program include:
- All students will participate in the Signature Singing Program, which focuses on the aspects of vocal music via music composed exclusively for Edison Schools that integrates with the core academic curriculum.

- All students beginning in grade 3 and continuing through grade 8 will receive instruction on the recorder. Students advance through the recorder program and are able to sight-read and write simple compositions for the recorder. This aspect of Edison's music program corresponds to the district's sub-strand of creating and writing, and playing and singing.

- All students will listen to and experience, via recordings and live performances, a varied repertoire of musical styles from K-8, which corresponds to the district's sub-strand of listening/appreciation.

Essential components of the **visual arts** program are:
- All students, beginning in kindergarten and continuing through grade 8 will focus on process and production skills through instruction in the elements of art and the principals of design.

- Art history, art criticism, and aesthetic valuing comprise the second component of Edison's 8 visual arts curriculum.

➢ **Sample Lesson Plan #1 (Refer to Tab 1 for other Lesson Plans)**

GRADE LEVEL: 4 or 5
SUBJECT: SOCIAL STUDIES

Courage, Patriotism, and Terrorism at Home

Lesson Objectives: to be able to
1. Explain how the recent national tragedy has prompted a surge in patriotism.

Skill Objectives:
- Identify a point of view and evaluate supporting detail
- Use graphic organizers to understand information
- Write a persuasive essay with a clear point of view and supporting detail

Resources:
"I'm a patriot. I'm an … American all the way." Article

Audience:
Secondary students in social studies, current events, Touchstones discussion, or midday meeting class periods.

1. Touchstones/Midday Meeting Circle Discussion
Before Activities:
Provide vocabulary support, as necessary.
> *Terror:* state of intense fear
> *Terrorist:* one who commits acts of violence on behalf of political or social causes.
> *Residential:* area or part of town with homes, as opposed to businesses.
> *Rampage:* a series of violent acts
> *Motive:* reason for an act, particularly for a criminal act.
> *Indifference:* without care for or about something.
> *Literally:* exactly as stated.
> *Patriotism:* love and support of country.
> *Patriot:* one who shows love or support for country.
> *Love:* stong affection, warm attachment

Review with students the class rules for discussion. (For example, normal speaking voices; listen as well as speak; use examples; be kind and considerate in your responses.)

A. Reading

Teacher reads aloud as a prelude to a circle discussion. Have students follow along with you as you read the article.

B. Discussion
Then prompt discussion with:
Does the writer agree or disagree with Frank Roque's opinion that he is a patriot? Why?

How do we define patriotism? What actions of people connected to the terrorist attack and from history demonstrate patriotism?

What characteristics show both patriotism and heroism?

TIP: Since these discussions operate around abstract concepts such as patriotism or heroism, help students by providing examples of these concepts in action: say, for example, What qualities did the firefighters and police officers show when they arrived up at the attack site and entered the burning buildings? Do you think they knew the risks they faced? What does that say about their character? What about the passengers on the flight that crashed in Pennsylvania who seemed to have attempted to seize control of the plane so it wouldn't crash into a target? What did they know before they did it? What does that say about them?

C. Assessment
Write a brief persuasive essay in response to one of these prompt questions:
      What Does Patriotism Mean to Me?
      Why Does Unity Matter?
      Why Is Bigotry Dangerous?

For evaluating essays, use the writing rubric used on your local or state criterion-referenced test. (If unsure, consult your building's writing or social studies curriculum coordinator.)

(See below for extension activities.)

For evaluating essays, use the writing rubric used on your local or state criterion-referenced test. If you have no such rubric in your state or locality, use the Edison rubric for a persuasive essay. (If unsure, consult your building's writing or social studies curriculum coordinator.)

D. Extension Activities
Writing letters of condolences to victims of the terrorist attacks.
Writing letters to the editor of your local newspaper expressing your views on the attack and what the United States response should be.
Visit a local mosque to find out more about Islam, its teachings, customs, and followers.
Write a letter to the ambassador of Afghanistan urging the Afghani government to turn over Osama Bin Laden to international human rights commission or to the American government.
Write a letter of thank you to the New York fire department or police department.
As a class project, create a paper mural to hang in the school lobby. The mural should include words and images that commemorate those who lost their lives in the terrorist attack.
Contact the American Red Cross to find out more about the organization. Invite a guest speaker to come and describe how they help in times of disaster and how others can help.

Social Studies Grade 5 Standard 6: Discuss current world events with an understanding of the historical world origins of those events

Levels 1, 2, and 3

- Research topics in current events and identify and describe the historical roots of the news event, such as religious and social conflicts in India between Muslims and Hindus or in Northern Ireland between Catholics and Protestants; or the enduring impact of imperialism on the nations of contemporary Africa, the Americas, and Asia; or the continuing spread of democratic ideals to authoritarian or monarchical governments.
- Analyze contemporary issues, such as capital punishment, separation of church and state, or principles of human rights, in a historical and cultural context.
- Analyze current events.

—Gather information from multiple sources, including both primary and secondary sources.

—Fact-check to verify the accuracy of information contained in a source.

—Identify author point of view and checking for evidence of bias.

—Examine the details supporting a main idea for logic and clarity.

—Distinguish between fact and opinion in an argument.

Limited English Proficient Students

Students from varying language backgrounds will receive the same academic content as those students who are native English speakers. Whether teaching will involve Specially Designed Academic Instruction in English or SDAIE (also referred to as Sheltered English) or the student's native language, the subject matter remains the same. In this particular lesson, an LEP student would be in a homogeneous language ability group. Students would be provided with written copies of the reading to follow along as the teacher read aloud. Students would also be encouraged to gain content through listening comprehension. Like other students, these students would also be strongly encouraged to participate in the class discussion, even if only on a limited basis.

➤ **Students with Disabilities**

Depending upon the disability the student's involvement could vary significantly. If required, the student may have the entire lesson read to her, after the first reading including definitions of the vocabulary words, or the student may be given more time to process the materials. In addition, some students would benefit from pre-teaching of the vocabulary prior to the lesson. Students may also be given a more limited assignment or tools to make the writing assignment more manageable (graphic organizers, computers, a scribe). Students would be strongly encouraged to participate in the class discussion at whatever level was appropriate for that student.

➤ **Below grade level students**

A student who was below grade level would participate in the lesson with a heterogeneous ability group of students. To address this student's particular needs due to their ability level, the student may be provided with additional vocabulary words. The student may be given the assignment to produce a shorter essay, but to also create practice sentences for each of the vocabulary words. Since below grade level students usually perform well with oral and listening skills when effort is applied, there is every expectation this student would fully participate in the class discussion

Sample Lesson #2

GRADE LEVEL 3
SUBJECT: MATH

Edison Math Standards/Objectives Addressed in this Mini-Unit

Standard 4: APPLY the concepts of addition (joining) and subtraction (taking apart) and perform addition and subtraction using numbers through the 100s
- Sort and count money-using strategies such as skip counting.
- Make change.
- **Add, subtract, and estimate amount of money**

Standard 12: USE a variety of strategies to solve real-world problems, communicating solutions and justifying answers, using bar graphs, charts, writing, and everyday language
- Use a real graph or pictograph to represent the information in a problem.
- Apply skills to solve problems.

Lesson Overview:
  In this lesson, children will discuss their favorite coins. Children will work in groups to create a graph showing their favorite coins and calculating the sum of their graph.

Objectives:
Children will:
- o   Write word stories about money.
- o   Solve word stories about money.
- o   Create pictographs, pie, bar or line graphs containing titles, keys, and labeled coordinates
- o   Add and subtract monetary coins.
- o   Calculate the fewest number of coins needed to make a particular amount.

Materials: Index cards for Math Message
    Slates
    Graph paper
    Construction paper
    Worksheet I
  Transparency and pen (if overhead is used)

To Do:

Send class email of selected story problems. Be sure to include the name of each child who wrote the story so children can send answers to that person. Or, you can select problems and ask children who wrote them to send class email with their math homework. Depending on the difficulty of these problems, you may want to include several each night.

Use Microsoft Word to create a Math Homework Pass, which can be redeemed for One Math Homework Assignment. A sample is included in this packet.

Math Message

(***Note***: These are samples. Modify depending on your math class' level of proficiency.

What is your favorite coin? Using the index card, write a word story using it. Solve your word story on the back of the card. Write the answer in a complete sentence.

Activity:

Explain to the class that this week (or once a week, depending on how you structure this) is "Mad Money Math Week (Month)." All week (month) time will be devoted to special activities in Math, Language Arts, Social Studies and Art revolving around the theme of money.

Allow children to share their favorite coins explaining why it is their favorite. Collect their word stories and explain that these will be sent to them via email this week for Math homework. They are to email their answers to the person who wrote the story. This person will compile a list of those children who got the correct answer, those who answered incorrectly, and those who didn't respond.

Tally the favorite coins for the class on the blackboard or overhead.

Pennies	Nickels	Dimes	Quarters	Half Dollar	Dollar
ⅢⅢ	11	1	1111 111		

Review graphing with children. Include pictographs, pie graphs, bar graphs, and line graphs. Remind children that all graphs have a title, a key, and coordinates that are labeled.

Divide children into groups. Let each group select one type of graph to make using the tally information. Make graph paper and construction paper available. Allow 10-15 minutes to create a graph of the class coin information.

Have each group present their graphs and discuss if the graphs have the needed information. Using their slates, have children calculate the amount of money being displayed on the class graph. Children should complete Mad Money Worksheet I.

As children complete their work, ask them to share their answers with a friend. If they don't agree, they are to go back over the problem together until they do reach an agreement.

Once all children have had ample time to check answers together, ask if there are any groups that cannot reach consensus. Go over those problems together as a class.

Wrap Up:

Remind children that this is Mad Money Math Week (Month) and that today's lesson is one of many to come.
Review the procedure for emailing homework tonight and throughout the week (month).
Optional: You may want to reward turned in homework with a "coin" (plastic chip). Upon accumulating a specific number of chips, they are refundable at the end of the unit for a Math Homework Pass.

Limited English Proficient Learners
Since this lesson is very activity oriented and involves minimal writing, students would be strongly encouraged to work with a partner to grasp the core concepts. This reinforces the Success For All reading program whose philosophy of "Ask 3 B4 Me" encourages students to collaborate on work and not be as reliant on the teacher. To the extent students did need help, one or two word translations could be provided to jump start the student's comprehension and engagement.

Students with Disabilities

The activity orientation of this lesson allows students with disabilities to participate at different levels, according to their ability. The cooperative learning aspect of the lesson also provides for opportunities for peer tutoring. For students with motor skill difficulty, use of the computers might be an option, and this may also be of benefit to students with limited visual impairment or organizational difficulties. Students could also use the computers to automate the creation of their graphs. In some cases, the homework assignments might need to be modified.

Students Below Grade Level
Students below grade level would receive extra emphasis on the counting aspects of this lesson. Additional time may be spent on plotting for graphs to increase student's comprehension. Students might also use the computer for additional support with their graphing ability and to be able to more quickly practice creation of multiple graphs with different numbers and using different types (pie, bar, scatter, etc.)

D.   Assessment

Imani will meet all applicable assessment requirements prescribed by law for all Indiana public schools. In addition to the I-STEP, students will take the Stanford Achievement Test, ninth edition (SAT9). This nationally norm-referenced test will be administered to all students in the second grade and above during the fall and spring semesters of the first year to measure first-year growth, and to establish a norm-referenced baseline. Subjects in which students will tested will be reading, mathematics, and language. The SAT9 will then be administered during the spring each of each subsequent year. The goal will be to increase same cohort performance on the SAT9 by at least five national percentile ranks each year thereafter, or 20% over the life of the charter.

The Gates-McGinitie (which is used by Edison to test students throughout its program, including grades 6-8) test will also be administered to test reading levels, and then also the Woodcock-Johnson if the Gates-McGinitie deems it necessary (to qualify for Wilson Reading).

The SAT 9 is administered in each Edison school to gauge the progress of students and to create a standardized basis for measuring schools' achievement and growth.

In addition to these assessments, Edison Benchmark Assessments will also be given. The Benchmark System is based on monthly assessments administered in writing, reading and math in all grades, two through eight. This year the system will expand to include Science and Social Studies as well. No better program is known to exist to Edison that gives the kind of feedback the Benchmark Assessments provide. The Benchmarks allow the identification of strengths and weaknesses of individual students as they apply to the students' achievement of their educational goals and performance standards.

The Edison Benchmark Assessments are designed to support a comprehensive program of teaching and learning; they are *not* designed for the exclusive and narrow purpose of boosting standardized test scores. Although the Benchmarks will undoubtedly help familiarize students with the format of standardized tests, they are designed to be a diagnostic tool within Edison's comprehensive education program and school design.

The Benchmarks offer teachers the unique opportunity for a monthly gauge of students' knowledge of Indiana, Edison, and national testing strands. These assessments take the form of short quizzes that mirror criterion-referenced and norm-referenced tests. This means, for example, that certain tests will require

open-ended problem solving or persuasive writing along with traditional multiple-choice questions. Teachers evaluate and score the work of their own students using common scoring guides, or rubrics.

Benchmark Assessments have several important purposes. Their primary goal is to help teachers improve their classroom instruction by providing regular feedback regarding the students' knowledge of particular strands of instruction. Students' retention within a strand can be monitored and graphed to provide important information to teachers during their lesson planning. For the criterion-referenced assessments, the scoring process also fosters a common understanding among teachers and students of what quality work looks like.

Across the system, Benchmark Assessments are administered in all disciplines at roughly the same time each month. Each testing month, the school will receive test kits and have a four-week period in which to administer the tests. The kits contain the tests themselves, teaching notes that discuss solution strategies and additional examples for each individual question, grading rubrics for open-ended questions, and all necessary scoring procedures. These materials also are posted on Edison's intranet, The Common, to be downloaded by Imani as needed. Scores are reported to Edison headquarters via an electronic template provided on The Common, or via a paper form provided in the test kits. Edison headquarters then compiles and charts each month's scores and reports these results back to the school. Both Edison and the school then are able to track students' progress in meeting Indiana, Edison, and national testing strands.

Regular and ongoing communication will be maintained with parents, staff, the community, and the local and state school boards.

Imani will report quarterly on student performance measures such as attendance, performance on Edison's Benchmark Assessments, and parent-student participation with Quarterly Learning Contract conferences. Each quarter, teachers will complete a unique report card called the Quarterly Learning Contract, which is a special narrative report that tracks student progress against academic standards and sets goals for improvement. This is in contrast to the typical report card that grades progress relative to each teacher's subjective classroom standards.

Teachers will use the results to adjust their instruction to meet individual student needs. The Benchmarks will be available online through an Internet-based system that will enable tests to be created, delivered, and reported electronically. The system is being co-developed now by Edison and Vantage Learning, a division of Vantage Laboratories and the nation's leading provider of online tests.

Imani will also report annually on all student achievement measures in a year-end School Report Card. The Board will forward this comprehensive report to the chartering authority upon completion. The report will include information about student performance on standardized tests; student performance on Edison's common performance assessments; levels of parent, staff, and student satisfaction; and the degree to which the school met its budgetary requirements.

Support for Learning

➢ *Discipline*
Students are expected to adhere to a Code of Student Conduct. If the Code is violated, students may be disciplined or, in more extreme cases, dismissed from the school. The final policy will be developed by the Board, principal, and Leadership Team before the school opens.

An explicit student code of conduct, aligned with state requirements, will be established prior to the opening of Imani and will be consistently enforced at all levels of the school organization. Behavioral expectations will be specific, clearly identified, and presented to staff, students, and parents, and reviewed

regularly throughout the year. Imani will develop school policies and procedures concerning conduct and discipline in concert with Edison's policies and standards for a developing a positive learning environment.

The student code of conduct shall meet the following objectives:
- To ensure that every student follows accepted rules of conduct and shows respect for and obeys persons in authority;
- To foster sound educational practice and productive learning;
- To develop in every student a positive attitude toward self-discipline and socially acceptable behavior;
- To help the charter school maintain a learning atmosphere which is safe, conducive to the learning process, and free from unnecessary disruption;
- To communicate to parents and the community that unacceptable behavior by students will not be tolerated; and
- To allow for reasonable and appropriate physical intervention or force in dealing with disruptive students.

Special needs students will be disciplined in accordance with this same policy while also taking into account state requirements, their IEP and other factors that may alter how their actual discipline is managed on an incident-by-incident basis.

The school code of conduct is an essential part of the school discipline plan and is to be reviewed by the Board, staff, students and parents at the beginning of each school year, and is distributed to each student and their family. Any significant changes to the student code of conduct shall be distributed to each student via school newsletter or other appropriate means, in a timely manner, and shall be posted in Imani.

➢ *Parent Involvement*
Research shows that meaningful parental involvement has a positive impact on a child's achievement. On a quarterly basis, the teacher, student and parents will meet to discuss student progress. Imani will use Edison's electronic reporting tool, the Quarterly Learning Contract (QLC), which explicitly states goals to be achieved and documents the child's progress. Existing Edison schools are having a great deal of success with the QLC. Parent participation averages around 90 percent. Imani will also have a Family and Student Support Team (FASST) to provide additional support for students who are at risk of academic failure.

Parents at Imani will also play a vital role in deciding what, where, and how children will learn. The FASST develops individual plans to support each child's educational development, engage classroom teachers in creating individual and school-wide plans, and provide linkages to a consortium of service providers. The FASST is an extension of *Success For All*, the schools' reading program, and is intended to support student attendance, achievement, and parental involvement.

In addition, family members also have a role in shaping part of their school's program and policies. Toward this end, the principal will convene a Parent Advisory Council that will meet regularly to discuss issues and to hear families' concerns and suggestions.

The Edison School Design also includes a strong focus on parental involvement. To maintain strong channels of communication, each teacher has a phone line with voice-mail in his or her classroom. Families with children in third grade and above are provided with a home computer that allows parents to

e-mail teachers and administrators. Prior to taking home the computers, parents will be given an orientation on how to set up the computers, e-mail teachers, access information from the school's Intranet, and follow their children's assignments and homework. This orientation is held at various times and locations to accommodate parents' schedules.

Parents who may be interested in volunteering at the school as either a student listener or other reading curriculum support position will be provided training by the reading curriculum coordinator and/or a certified trainer.

Additional parental opportunities will be offered throughout the school year. Some programs available at existing Edison schools that may be considered for Imani include:
- Kinder Koffee — parenting tips for kindergarten parents
- Inviting your Child to Cooperate — a schoolwide program focused on parenting tips
- Mom and I Night/Dad and I Night— structured activities for parents and children
- Fun Ways to Reinforce Learning at Home — family games that integrate with Edison's curriculum

The types of workshops presented will be based on the needs of the surrounding community.

Parental satisfaction will be gauged as part of Edison's annual customer satisfaction survey process. Since the opening of the first four schools in 1995, Edison has contracted with Harris Communications (formerly The Gordon S. Black Corporation) to conduct customer satisfaction surveys based on the business paradigm of Total Quality Management. Surveys are administered to teachers, students and parents.

Results of these surveys are reported to the Board, the Parent Advisory Council, the staff and students. Results are also included in Edison's annual report for each school and on an aggregate basis.

➢ *Community participation*
The Board recognizes that every great school functions as a community, a place with an ethos of shared purpose and responsibility with an atmosphere of security, caring, and mutual respect. Imani will strongly pursue this vision by implementing a variety of programs.

Imani will offer on-site before and after-school programs to meet the needs of the children of working parents. These programs will provide not only tutoring, homework assistance, computer skills development, and recreational activities but will include community enhancement projects as well. The specific decisions on programming will be made by the Board, leadership team, and parents.

Imani will also develop a Board of Friends who will provide input from a range of community leaders and others who are keenly interested in helping to integrate innovative schools into the life of the community. This Board of Friends will consist of community leaders, including business people, leaders in the arts, public officials, representatives from local associations, and others.

SPECIAL STUDENT POPULATIONS

Special Education
Imani will comply with all applicable state laws, the Individuals with Disabilities Education Act (IDEA & IDEA-97), the Family Educational Rights and Privacy Act (FERPA), and section 504 of the Rehabilitation Act of 1973. Edison will aim to work with the local districts to comply with all individual

education plan (IEP) recommended by the committee or subcommittee on special education of local districts. Edison may provide services both directly and under contract with outside providers.

The Board and Edison are committed to a program of responsible inclusion for students with special needs. This means that Edison will offer an education program designed to meet the learning needs of the broadest possible spectrum of students within the regular classroom. Schools then provide an ample number of special-education teachers to work with teachers and special needs students within the regular classroom—and also in separate settings, when necessary to meet the individualized needs of the child. Special Edison Support (SES) staff and classroom teachers work together to ensure that special students remain activated and focused.

SES staff work with special students for intensive, short-term "pull-asides," returning them to classroom activities with support materials, plans, and follow-up. The SES staff also provides strategic direct instruction for some individual students—one-to-one and in small groups—within classrooms or in a resource setting, as determined by the IEP team. In addition, SES staff provides classroom teachers with strategic modeling, materials, and follow-up that elaborate instruction and practice for special students. SES staff regularly reviews each student's level of service and adjusts it to meet his or her academic and social learning needs. When "inclusion" proves not to be a responsible educational arrangement for an individual child, the school convenes an IEP meeting to discuss with the team appropriate services for the student. In Imani, special education assessment procedures provide valuable information to teachers, parents, and the student—all of who are fully informed. The school will use appropriate IEP procedures for making referrals, conducting evaluations, communicating with families, writing and reviewing IEPs, maintaining student records, and reporting to federal and state authorities.

Referral process
Level 1: House Team Problem Solving
Teachers first bring concerns about a student's welfare and/or academic progress to the House team, where the team suggests and plans out interventions. This House-level problem solving, focused on responding to a student's needs, is both frequent and structured. The house revisits the effects of the interventions over time. House-level meetings can include input from school wide resource people, such as the special-education teacher, the technology director, or the reading coordinator. Intervention strategies vary widely to fit the situation, often involving changes in classroom practices and increased parental involvement.

Level 2: Family and Student Support Team (FASST)
If concerns persist and the House-level strategies are not sufficiently effective, the House team refers to the FASST, with information about what has been tried. Generally directed by the school's Students Support Manager, the core FASST includes the parent(s), the classroom teacher, the special educator, and the principal.

This team then takes one of three routes to respond to the student's need. They either:

1. Refer the concern to the Climate Committee to consider school-wide strategies for improving the community climate and social interactions;
2. Refer the concern to the appropriate outside agency or service provider (i.e. eye doctor, nurse, community health agency); or
3. Convene a FASST meeting to plan effective intervention, which can include strategies for the classroom, the wider school, and/or the home environment. This agreed upon plan then becomes that student's Individual Action Plan, which is tracked by a case manager with check-backs with the team.

If these attempts are insufficient to ameliorate the student's needs, pre-referral efforts are initiated, consistent with IDEA and state regulations.

Students with Limited English Proficiency
Imani, in compliance with all federal requirements and Title VI of the Civil Rights Act, *will not* exclude students on the grounds of race, color, or national origin or deny them benefits of any program or activity.

Imani will be particularly advantageous to students whose first language is not English. These students will learn English in an environment in which English speakers also learn another language. At the same time, they will develop their native language skills and learn core subjects in their primary language, when appropriate. They will work in groups with other students who are just beginning to learn English; yet, through the school's house structure, they also will spend a great deal of time with students whose first language is English. Students will use school- and home-based technology to build their language proficiency as well.

The Board and Edison will jointly decide on the best approach for ISE among Edison's four models of instruction for Students Acquiring English (SAEs). Edison usually recommends the maintenance bilingual program to schools with a Spanish-speaking population of more than 20 students. This program allows students to preserve their home language as they develop their abilities in English. In schools where this program is not feasible due to the numbers of Spanish-speaking students, Edison supports three other models for language acquisition. The Board and Edison are committed to ensuring that the program implemented will be based on best practice and will achieve the best possible results.

The models detail how students learn English and master the rest of the curriculum—how students are grouped, what kinds of teachers provide instruction, what language is used for instruction under different circumstances, and more. In addition, the models provide frameworks for customization. First, all students will be grouped in houses that are heterogeneous with respect to language background, native language proficiency, and English proficiency. Students will be together for the duration of their stay in an academy. Students from varying language backgrounds are not segregated from one another; they will learn with and from one another. Students with different language backgrounds will work together during morning meeting, music, art, and physical fitness. In general, all students will learn together when high levels of English-language proficiency are not required. Appropriate groupings for English-language reading, writing, and language arts, as well as mathematics and other core subjects will be established according to the results of a balanced set of formal and informal measures. Students from varying language backgrounds will receive the same academic content as those students who are native English speakers. Whether teaching will involve Specially Designed Academic Instruction in English or SDAIE (also referred to as Sheltered English) or the student's native language, the subject matter remains the same. Time commitments will also be essentially the same. All students will receive a minimum of two and a half hours of reading and language arts instruction daily in English and a second language.

There are many ways to identify students in need of language services. The initial identification process consists of the following:

       I.   **Home Language Survey**
       II.   **English Language Proficiency Assessment**
       III.   **Bilingual/ESOL committee**
       III.   **Parent Notification of Assessment Results**

I.   **Home Language Survey**
Initial registration form: Parents indicate if another language is spoken at home. This is the first

opportunity to identify how many second language learners there may be. An official registration form will contain questions regarding home language and previous bilingual services.

Home Language Survey: When any child is enrolled in the school for the first time, parents complete a home language survey. If the survey indicates a language other than English, the student must be referred for language proficiency testing. All students will have a Home Language Survey on file and kept with the students' permanent records.

II.   **English Language Assessment**

All students with a primary language other than English will be assessed for English Language Proficiency. English proficiency assessment includes listening, speaking, reading and writing. English testing and program placement must occur within the first four weeks of school.

Kindergarten and first grade students with home language surveys indicating a language other than English will be assessed using only the oral proficiency test.

Second graders and above will be tested for both oral and written English proficiency.

III.   **Bilingual/ESOL Committee**

A bilingual/ESOL committee will be established at the school. The committee will consist of:

- a certified ESOL or bilingual teacher assigned to appropriate class
- a certified teacher assigned to appropriate class
- a campus administrator
- campus coordinator
- additional members as required

All members must obey all laws and rules governing confidentiality of students.

This committee will perform all duties required to identify, place, serve and monitor LEP students including:

- create the school's vision, goals, and objectives concerning their bilingual program;
- review all student information including home language survey, past academic records, and teacher and parent observations for the purpose of initial identification;
- review test results, taking into consideration parent and student interview and teacher feedback to place students in appropriate educational program;
- inform parents/guardians in English and their home language, when possible, of all placement, redesignation, and exit;
- review placements of all identified students yearly, regardless of program placement (This includes the progress of students who have been waived or withdrawn from the program.);
- monitor progress of students who have been exited from the program for a minimum of two years;
- ensure records are updated, signed, and filed with student records;
- maintain accurate minutes of all meetings and have minutes on file at campus site; and
- review all local, state, and national test results for indicators of student progress.

IV. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS

A. Budget

➢ **Budget**
On the budget for school's start-up and its first five years of operations is provided in Tab 3.
➢ **Assumptions**
All assumptions for revenues and expenditures are either based on Edison's historical expenditures in the operation of its other 136 schools or direct research into revenues and costs of the state of Indiana, including the retention of a revenue consultant formerly employed by the Indiana Department of Education.

➢ **Contingency Plans**
While every effort will be taken to prevent any operational difficulties, Edison is prepared to fund any revenue shortfalls that Imani may face as long as there is a contractual relationship between the Imani School and Edison.

B. Enrollment/Demand

Student Enrollment Breakdown by Year

Year	Period	Grades	Students
Year 1	2002-03	Grades K-7	888 students
Year 2	2003-04	Grades K-8	1000 students
Year 3	2004-05	Grades K-8	1000 students
Year 4	2005-06	Grades K-8	1000 students
Year 5	2006-07	Grades K-8	1000 students

➢ **Evidence of Parental Demand**
Imani has collected almost 200 signatures of parents with school age children who are very supportive of the opening of Imani that will serve students primarily in Northwest Quadrant of Indianapolis. This is very impressive given that no formal recruitment or marketing activity has occurred. As the information below illustrates, marketing activity for the school will be a concerted effort that significantly engages the community. The information collected here will provide an excellent foundation for populating the school.

Recruiting and Marketing
We believe that students and families should have as much information as possible about the vision and mission of the proposed school before the due date for submitting student registration forms. Brochures, pamphlets, and fliers will be readily available for interested families, and all materials are translated into relevant languages to the community.

Informational meetings for interested families will be scheduled and advertised in the surrounding community. In other sites across the country, Edison has used print, radio, and grassroots efforts to promote these meetings and in turn secured the service of translators for the actual events. The specific recruiting and marketing plans for Imani will be developed in greater detail should the charter be granted.

Furthermore, we have found that "harder to reach" families are reached in one way: direct, personal contact. In opening schools across the country, Edison has experience working in communities in which phone contact is not possible. In those cases, both the Board and Edison are committed to going door to door to share information with families. The Board is committed to hosting family meetings in churches, community centers, and even outside in those areas in which there is great foot traffic.

Admission Procedures

We seek to enroll in the school students who reflect the diversity of the surrounding community. Our school will not require entrance exams nor charge a fee, and there will be no discrimination against any student on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful. Admission of students shall not be limited on the basis of intellectual ability, creed, gender, national origin, religion, or ancestry. Student selection will be an open and carefully monitored process.

➤ **Responsiveness to Families**

All parents and students will be notified about selection according to an agreed-upon time line. All students selected to attend the school will be invited to participate in orientation events in the spring and summer before the school opens.

Admissions Lottery

If the number of students seeking admission to Imani exceeds the school's capacity, students will be selected on the basis of an open lottery. An admissions lottery must be conducted each subsequent year for the entering kindergarten class and for any new grade level(s) added to the school. In addition, spaces in existing grades will be filled by lottery in subsequent years. The lottery may be conducted by using specialized computer software or publicly at a scheduled event. The lottery procedures are as follows:

- All students who apply have equal chance for admission. A drawing will be held and each child will have his or her name entered.

- A sibling preference will apply to families seeking to enroll more than one child in the school. An applicant for admission to kindergarten or any newly established grade that is a sibling of a student or students currently enrolled at the school will be placed in the next available space either in the school or on the waiting list.

- The lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest grade; the next student will be selected from the next lowest grade, and so on through every grade level. The process will then repeat until all spaces have been filled.

    The waiting list will be developed in accordance with the above procedures.

C. Governance and Management

➤ *Describe how the school will be governed.*

Governing and policy-making authority and fiduciary responsibility for Imani will rest with the Board of Directors.

The Board will operate in accordance with a set of by-laws and in keeping with applicable public meeting requirements according to state statute. By laws are provided in Tab XX. The Board will conduct its business at regular, monthly meetings and at such committee meetings as may be necessary.

➤ *Describe what the administrative structure will be.*

The Principal and Edison will report directly to the Board. Edison and the Principal will be responsible for seeing to it that Imani operates in a manner consistent with its charter and with all Board directives and policies.

At Imani authority will be decentralized where appropriate. Each decision-making unit will be accountable for results, rather than routines, and the Principal and teachers will exercise their authority to shape students' educational experiences.

The Principal will create a Leadership Team, which will consist of the School Technology Manager, the Business Services Manager, the Student Support Manager, the Special Edison Coordinator, and the lead teachers for each house. The Principal may add members on a standing or ad hoc basis.

The Leadership Team will be responsible for supporting the Principal in recommending and assuring development of necessary school policies and procedures that support continuous improvement; monitoring student achievement and progress; assuring adjustments or changes in practice to improve student achievement and school quality; and providing leadership in collaboration with the Principal in supporting school change. The Leadership Team also will assist the Principal in developing school policies recommended to the Board, coordinating school services and programs, and fulfilling school planning and public reporting requirements. The Board will be ultimately responsible for adopting policies for Imani.

Teachers will exercise professional authority and judgment in deciding matters concerning instruction and learning. House teams will decide on procedures for supervising students in accordance with school policies and will agree on strategies to help students meet academic standards. Families will work closely with teachers and share responsibility for supervising and supporting their children in accordance with agreements forged at quarterly conferences.

See organizational chart for a description of administrative positions and reporting relationships.

Organizational Chart
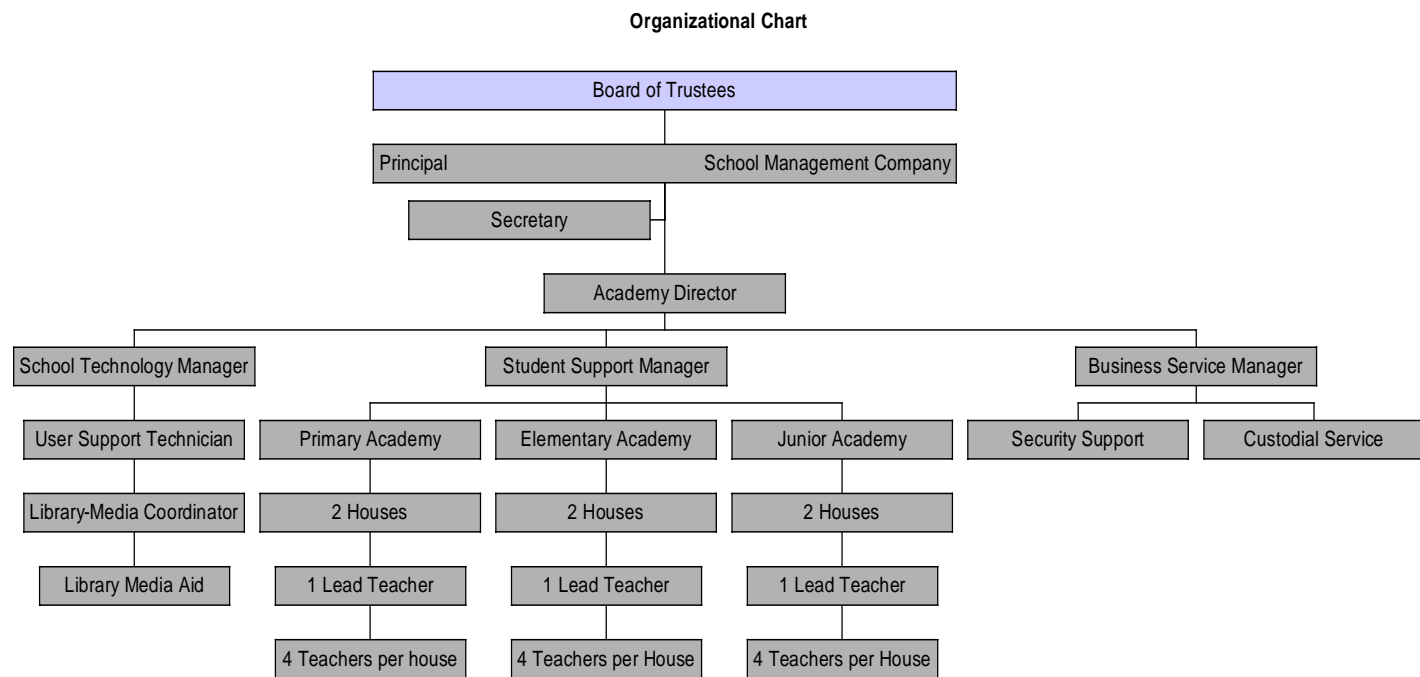
The members of the Board shall normally make decisions by consensus of the members present, except as otherwise provided by these by-laws. The members present at a meeting may decide by a 2/3 majority vote to replace consensus decision-making by a 2/3 majority vote at any time, except as otherwise provided by these by-laws. Any member can make a motion for decision by vote at any time.

Board Recruitment and Selection
Recruitment and selection of individuals for the Board will be in accordance with the bylaws which are included in Tab 4.

➤ **Describe the process that will be utilized for continual development of the Board and the organization.**
The Board will adopt a code of ethics that will outline the Board's role and responsibilities and provide a standard for continued evaluation and development. A draft of the code is provided:

Board Development
- The Board will design and adhere to a clear decision-making process within our Board.
- The Board will establish reliable mechanisms for communicating with staff, parents, and members of the community.
- The Board will open our Board meetings to the public as required by state law.
- The Board will keep accurate minutes of all Board meetings.

Conflict of Interest
- Board members will disclose when they have a financial, organizational, or personal interest in a matter before the Board.
- Board members will abstain from voting on matters in which they may have a financial, organizational, or personal interest.
- No trustee, officer or employee of a for-profit corporation having a business relationship with the Board shall serve as a voting member of the Board.

School Operations
- The Board will ensure operational compliance with the terms of the charter agreement.
- The Board will ensure that all general and administrative expenses on behalf of the Board are both reasonable and necessary.

Legislative Relations
- The Board will provide timely, comprehensive, responsive, and truthful responses to any inquiries from our charter authority or a governing state agency.
- The Board will provide our charter authority with accurate reports on the academic and financial progress of our charter school.
- The Board will submit accurate and timely reports to any and all applicable agencies.

Financial Accountability
- The Board will ensure that accurate financial records are kept and maintained.
- The Board will provide detailed financial accounting to our charter authority on a regular basis and upon request.
- The Board will ensure that the school operates in accordance with an approved budget.

School Management Companies
- The Board will regularly communicate with the school management company and school principal.
- The Board will monitor the compliance of the school management company with the school management agreement and will comply with the agreement.
- The Board will remain engaged in the affairs of the school.

➤ **Describe the roles and responsibilities of the school leader, other key personnel, and the Board.**

The Principal will articulate the purposes and mission of Imani and will accurately interpret the school design, and establish high expectations for school performance and student results. He or she will identify needs for teacher, staff, parent, and community participation in the life of the school and will effectively organize and delegate authority to school teams and boards. The Principal also will lead the development of a school-wide system of accountability based on student academic standards and school performance standards. The Board will hold the Principal accountable for school performance, including academic progress, faithful implementation of the curriculum design, customer satisfaction and financial management.

The Principal will also create the Leadership Team (please refer to section II.H).
Please refer to section II.H. Human Resources for information on the school leader and other key personnel.

Board responsibilities will include:
- Approval of all school policies, including a student code of conduct;
- Selection of school facilities and approval of construction plans;
- Approval of the employment of the Principal and other staff members;
- Approval of an annual operating budget and assessment of monthly financial reports;
- Development of a Management Agreement with an educational management company and the regular review of the company's performance; and
- Submission of all required reports and documents to the chartering authority and the State Department of Education.

➢ **Principal Selection Criteria**
In addition to the rigorous screening process that Edison uses for all of its principal candidates the Board will select the Principal based upon a record of personal integrity and academic excellence, demonstrated capacity to provide leadership to staff, students and parents in pursuit of school success, and a strong personal commitment to the values of public education. Please see Tab 6.

➢ **Why Edison Schools Inc.**
Edison was able to provide the founders of Imani with a level of confidence and comfort that was not displayed in review of other management companies. Given our ambitions: a school with a substantial population; the construction of a brand new school building; to open the first year of charter legislation—there was always an acknowledgement that we would work with a management company. The only question was, *which one?* Edison's experience in both managing schools, and constructing school buildings made it clear that they are the strongest candidates. This combined with their extensive resources and their strong network of schools (including several within a short driving distance from Indianapolis) made Edison the obvious choice. Finally, the mission of Edison is a world-class education for every child. The success that Edison has achieved to date, in various communities around the nation, demonstrates that it is committed to this mission and are fulfilling it on a daily basis, one student at a time. This aligns perfectly with Imani's mission to have students of all backgrounds embrace success.

➢ **Brief History of Edison Schools Inc.**
Edison Schools Inc., founded in 1992 as The Edison Project, is the country's leading private manager of public schools. After engaging in three years of intensive research and development to design innovative schools that could operate at public school spending levels, Edison opened its first four schools in August of 1995, and has grown rapidly in every subsequent year. The growth has been fueled by the demonstrated success of Edison's schools, as measured by significant improvements in student academic

performance, high levels of parent satisfaction, and waiting lists in many schools.

➢ **Education philosophy of Edison Schools Inc.**

The mission of Edison is to provide an exemplary education to all students. It is intended to provide a world-class education to develop understanding, inquiry, and good citizenship. The students at Edison Schools become literate and numerate in the liberal arts tradition. With a longer day, the schools provide more time for the curriculum in reading, math, science, social studies, and the arts than is the norm in the Indianapolis School District. Starting with the philosophy that *effective learning is active learning*, the academies, mentioned earlier, adapt several broad instructional strategies. Recognizing that students learn in different ways, the instructional program is designed to address varied learning styles. And because research clearly favors some instructional methods over others, Edison has chosen those with documented effectiveness.

➢ **Historical Results of Edison Schools Inc.**

As the Edison system has grown, so too has the record of performance in opening schools; implementing a comprehensive school design; satisfying our customers; and, most importantly, raising student achievement. Sixty-two percent of Edison students are African-American. Another twenty percent are of Hispanic heritage. Sixty-five percent of Edison students now participate in the federal free and reduced-price lunch program. These students come from families with incomes at or below the poverty levels established by the federal government.

Most importantly, Edison has a strong record of improving student learning and achievement, as summarized below

- For the 1999–2000 school year, the average annual rate of gain of Edison students, in the core areas of reading, language arts, spelling, writing, and mathematics, was 5 percentiles on nationally normed tests and 7 percentage points on criterion-referenced tests. These gains represent improvements of one point in each case over the annual gains reported for 1995–99, and are the highest gains reported by Edison to date.
- Achievement gains have improved while Edison schools have enrolled higher percentages of economically disadvantaged students—now 65 percent, up from 57 percent in the previous year.
- Edison schools are advancing achievement, not only by substantial margins but with greater consistency as well. Since opening, 85 percent of Edison schools have posted positive achievement trends.
- Edison serves a high minority population, and minority students are showing strong achievement gains. Interestingly, many of the Edison schools that are succeeding most have predominantly minority enrollments. The consistent and sizable gains Edison has been making nationwide are with the students who need great schools the most.
- The data upon which these gains are based is now truly substantial. Forty Edison schools have established achievement trends so far, and during the 1999–2000 school year these forty schools posted 390 one-year trends in the core subjects of reading, writing, language arts, spelling, and mathematics. Contrast that with the trend data available in March 1999 for Edison's *Second Annual Report on School Performance,* when only 176 trends existed, or the summary at the end of the last 1998–1999 school year, which included 312 cases for Edison's entire first four years of operation. Clearly, the ability to estimate the impact of Edison on student achievement is growing very rapidly.

Edison is now in the process of finalizing an up-to-date annual report for the 2000-01 year. The analysis and data contained in this annual report (to be released within the next 30 days) will have been fully audited by the Rand Corporation. Upon request, a copy can be forwarded as soon as it is released.

D. Human Resources

> **Description of Ideal Teacher**

Cultural sensitivity will be the litmus test for the Imani educator. This means not only sensitivity to ethnic and racial backgrounds of the students but also to the different gifts each child brings to the classroom and an understanding of the varied learning strategies that may be successful with each child. The ideal Imani teacher will use the rich resources of our program to provide differentiated instruction to deliver an education of the highest quality. The ideal teacher will also take advantage of every opportunity to present lessons and work with curriculum that draws on the students' culture and prior experiences as part of the learning process.

> *Indicate the number of faculty to be hired and provide a summary of the hiring criteria for the school's teachers and staff.*

It is anticipated that in the initial year, 32 teachers will be hired for Imani.

Edison will conduct, in conjunction with the Board, the principal recruitment process.

Edison has established one of the most aggressive principal and teacher recruitment efforts in the nation. Edison's full-time Director of Recruitment oversees implementation of a three-pronged strategy aimed at identifying and hiring the most qualified principals and teachers.

To find principal candidates, Edison makes the most of hundreds of contacts—deans of education, superintendents, current Edison principals, education reform leaders, teachers, parents and so on—to identify individuals who have the desire and qualities needed to effectively lead an Edison school. Edison launched an aggressive advertising campaign, running full-page ads in *EdWeek* and other leading professional periodicals. The ad series, profiling current Edison principals, is designed to create a strong awareness of the exceptional design and effectiveness of Edison schools.

Edison combines traditional techniques with modern technology in screening qualified principal candidates. Each applicant is interviewed via videoconference by a selection team made up of former principals and superintendents. The team uses an elaborate evaluation form in order to maintain quality and consistency in the screening process. Candidates who meet Edison standards will be invited to interview with the Board for final selection.

Staff recruitment will be conducted by Edison.

Teacher candidates will be assessed based on a set of competencies and qualities that Edison has found to be critical to success. The qualities Edison looks for include commitment; desire for continued learning; high expectations; drive for achievement; analytical skills; experience as a team player; and a deep sense of responsibility, perspective, and efficiency. A sample of qualifications is provided.

Teaching candidates are viewed through four lenses, including the review of their resume and application, an interview, reference checks, and an on-the-spot writing sample. Together, the four lenses provide the selection team with enough information to rate each candidate in each competency area.

Each teaching candidate is rated within each competency area, and in every case one of three ratings is awarded, as follows.

- Exceeds Expectations—a model for others to follow; falls in the top 10 to 20 percent of current Edison teachers;
- Meets Expectations—operates at the level of an effective Edison teacher; or

- Unsatisfactory—performance on this dimension alone would inhibit effectiveness.

For a candidate to be recommended for hiring, he or she must exceed or meet expectations in each competency area, and be found to exceed expectations in at least one. The Board, based on the recommendation of the Principal, will approve the employment of teachers and other staff members.

Teacher interviews are conducted by school-based selection teams under the leadership of the school principal. This process ensures that successful candidates not only meet with the approval of the school principal, but also with the approval of professional colleagues.

Once Imani is open, ongoing recruiting is driven by a school-based recruitment coordinator who attends career fairs, builds strong working relationships with local colleges and universities of education, personally recruits candidates who have been identified as outstanding teachers, and organizes and hosts Open Houses to which interested candidates are invited. In addition, these recruitment coordinators respond to all inquiries in a timely and professional manner. Edison recruitment coordinators are selected through a highly competitive selection process and attend a national training conference each year.

➢ *Describe how job positions, roles, and responsibilities will be determined.*
Imani will use Edison's established organization and standards for job positions, roles and responsibilities.

➢ *Briefly describe the teaching program of typical teachers. Indicate approximately how many hours they will be in class, how many classes they will teach, how much time they will have for planning purposes, and any other school related responsibilities.*
The teaching program and hours will vary dependent on the specific roles and positions of a teacher. The draft schedules provided in (Section II.C., School Characteristics) allows for the equivalent of 90 minutes of daily planning and professional development time for primary and elementary teachers. One 45 minute period is common to all house members for house meetings and the other is not common to other house members, whenever possible, to enable members to observe one another's classes. In this representation, there is a common Professional Development period for teachers of common grade levels across houses whenever possible.

The principal and staff will finalize the schedules.

➢ **Typical day in the Life of a Teacher**
A typical day for an educator at Imani would involve getting to the school early to prepare for the busy day ahead, including: six forty-five minute periods of instruction and two forty-five minute periods of professional development. During professional development time, teachers might observe other teachers, plan lessons with other educators, conduct research or be trained in new procedures, for example how to use the internet in an upcoming social studies lesson. After school, a teacher might be found leading an after school activity such as girl scouts or they might be meeting with parents. Teachers would often spend their evenings checking e-mail on their school provided laptop computer, grading papers and making preparations for the following day of school.

➢ *Explain how the school leader, faculty, and administrators will be evaluated.*
The principal and Leadership Team will be required to use Edison's performance standards and implementation guidelines to assess, document, and report on their performance relative to Edison's school design. The Schools Division of Edison headquarters will assist them in this effort. The principal will maintain a school portfolio and document evidence of successful school programs and practices in the End -of-Year Report. The principal will be responsible for reporting progress in achieving school

goals and for school performance plans for the following cycle of school operations. The principal will be evaluated on the performance of Imani based on these reports.

Staff performance will be judged on the basis of student achievement and improvement, the responses to an annual customer satisfaction survey, and other indicators of school success such as student retention, attendance, parental participation in QLC conferences, and other activities.

Imani will use Edison's standard performance appraisal system for teachers and staff. The performance appraisal process is designed to encourage and support professional growth and promote greater accountability in education.

The teacher performance appraisal process is phased in over a period of three years, allowing teachers the time to become fully acquainted with the Edison program. Teachers and professional staff will be expected to demonstrate beginning or developing levels of performance by the end of their first year in an Edison school. A summary performance rating of "meets professional expectations" in year 1 indicates that the teacher understands and applies the beginning level of program requirements. In order to meet professional expectations in year 2, teachers will be expected to advance from beginning to developing and/or from developing to proficient performance levels in most performance areas. By the end of year 3, teacher performance is expected to be at the proficient or exemplary level in most performance areas in order to achieve a summary rating of "meets professional expectations."

The teacher appraisal process consists of the following components:
1. Observation of the teacher by the Principal, Academy Director, Lead Teacher, and/or peers
2. A professional growth plan
3. A professional portfolio
4. A self-appraisal
5. A summative assessment by the Principal or the teacher's immediate supervisor

Consequences when standards are not achieved: If established standards are not being achieved, a variety of resources will be called upon in an effort to correct the problem. These include consultation and assistance from the Lead Teacher, the Principal, the Student Support Manager and the Family and Student Support Team. Edison's instructional and professional development services will also be available to contend with instructional difficulties. On the positive side, tangible progress toward established standards may result in the payment of a faculty-wide bonus.

If a disciplinary problem develops with an Imani employee, the principal (or academy director) will begin a progressive disciplinary process. This means the principal will give the employee a verbal warning followed by a written warning. In extreme circumstances, the employee will receive only a verbal warning and then be placed on probation if the problem persists. The probationary period typically lasts 30 to 90 days.

Once the probationary period is underway, the supervisor will meet with the employee once a week to review his/her performance. If the employee successfully completes the probationary period, a memo/letter will be placed in the employee's file stating that the probation was successfully completed. The memo will also state that if the problem reoccurs within nine months, the employee will be immediately terminated. If the employee's performance does not improve during the probationary period, due process procedures, which may result in the teacher's termination, will be initiated.

➢ **Salary and Benefits**

Please refer to the detailed budget for salary information. Individual salaries will be determined based upon years of education, experience, and necessary job qualifications. Information about benefits is provided below.

EDISON SCHOOLS INC.

EMPLOYEE BENEFITS SUMMARY

Full time regular employees (forty hours per week) will receive the insurance benefits offered by Edison Schools Inc. unless they are covered by a collective bargaining agreement, where Edison's contract with its client (school district or Board) provides for different benefits.   It being understood that all such benefits, including but not limited to eligibility, coverage amounts, deductibles and carriers, are subject to modification or termination at the sole discretion of Edison Schools Inc. or the respective insurance carriers.

The following is a brief summary of the insurance benefits presently offered, for illustrative purposes only. It is not intended to be definitive or to be relied upon. More detailed descriptions of the benefit packages can be found in the respective Summary Plan Descriptions provided to employees during the orientation session.

❑   Health insurance coverage is effective the first of the month after the employee has completed thirty days of full time regular employment. Example: Jane Smith is hired January 1st. Jane's health insurance (after she completes an enrollment form) becomes effective February 1st. John Smith is hired January 15th. John's health insurance (after he completes an enrollment form) becomes effective March 1st.

❑   Edison Schools Inc. provides medical, dental and pharmaceutical coverage. The plan is administered by Edison Schools Inc. with the cost shared by the employer and the employees. Employees contribute a percentage of the total premium paid by Edison based on their level of participation.

❑   Life Insurance coverage is equal to two times the employee's annual base salary, up to a maximum benefit of $500,000. There is no cost to the employee for this benefit.

❑   Accidental Death & Dismemberment provides a benefit up to two times an employee's annual base salary up to a maximum of $500,000. There is no cost to the employee for this benefit.

❑   Short Term Disability (STD) coverage is designed to assist those who need a leave of absence due to illness or injury, which is NON-WORK, related. STD cannot be used for minimal absences (i.e. colds, toothaches, etc.). Beginning with the seventh month of employment, STD accrues at the rate of 5.54 hours per pay period (144.04 hours per year or 18 days) up to a maximum of 400 hours (50 days).

❑   Long Term Disability (LTD) pays 60% of the employee's salary up to a maximum of $10,000 per month. An employee is eligible to collect LTD after 90 continuous days of disability. There is no cost to the employee for this benefit.

❑   Employee Assistance Program (EAP) is a cost free telephone counseling and referral service. Professional licensed counselors are available to help the employee and/or his/her immediate family members 24 hours a day, seven days a week. There is no cost to the employee for this benefit.

❑ 401(k) Plan or 403(b) Plan: As a participant in Edison's retirement plan, employees can save for their futures conveniently and regularly. Employees are eligible to participate in the 401(k)/403(b) Plan on the first day of the month following thirty days of employment as a full time regular employee. Jane Smith is hired January 1st. Jane's 401(k)/403(b) (after she completes an enrollment form) begins in February. John Smith is hired January 15th. John's 401(k)/403(b) (after he completes an enrollment form) begins in March.

❑ The IRS places a dollar limit on the amount of the employee's tax deferred contributions to the Plan each calendar year. For 2001, that limit is $10,500. For more information, please refer to your 401(k) or 403(b) Plan summary booklet.

➢ **Special Education Staffing**

Imani will staff for special education in accordance with the needs of the student population and based on Edison's success with its historical staffing patterns. Eight (8) special educators are included in the draft budget, Tab 3.

Special education teachers are expected to exhibit the same skills, knowledge, and qualities required of the general classroom teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, Special Edison support teachers are expected to comply with all special education laws and procedures in meeting the curriculum and instruction needs of special needs students. Edison requires a certification in special education and experience working with students with disabilities. The specific qualifications are provided, Tab 2.

E. Financial Management

➢ *Explain who will manage the school's finances and how.*
Edison will provide the Imani School with the services of a full-time Business Services Manager (BSM) at the school site. The BSM will manage the Imani's finances on a day-to-day basis. The BSM will be financially responsible for managing the banking, petty cash, purchasing, payables, fixed asset, and payroll functions for the proposed school. He/she will determine the budgetary constraints, parameters for financial expenditures, and allocation of funds. The BSM will submit regular reports to the Board, District, State and Edison headquarters, as required.

➢ **Fiscal controls and financial management policies**
As stated, the Board will contract with Edison to manage Imani. Edison shall be responsible for all purchasing and personnel operations at the site, under the supervision of the Board. The BSM will track and be responsible for the school's daily business operations.

The treasurer of the Board shall deposit the funds belonging to Imani in a depository approved by the Board and shall at the end of each month make a report to the Board of the amount of funds received and disbursed by him or her during the month. All deposits of school funds by the Board treasurer shall be made in the name of The Imani School for Excellence.

F. Facility

The Board is working with Edison and Ksixteen, a wholly owned subsidiary of Edison focused on charter school real estate development, to pursue sites. The Ksixteen team has developed over $300 million dollars of charter school real estate for over fifty charter schools in 22 different states.

The school facility for Imani will be located in the 900 Block on 28th Street between Radar and Annette Streets in the municipality of Indianapolis in the Marion Township School District, Tab 10. The facility will be new construction of approximately 65,000 square feet on parcels owned by the First Baptist Church North Indianapolis, Tab 12, Plot Plan. Based on very preliminary estimates, the total development cost of the charter school facility should be approximately $5 million. However, this number may change substantially as more information becomes available. The Church will contribute land and parking areas valued at $200,000 thousand dollars.

Imani will own its facility. The Board will ensure that the facility will meet all applicable school building codes and regulations. Ksixteen, the real estate development subsidiary of Edison Schools will arrange for tax-exempt bond financing for a rate of 7 –8% with a 30-40 year term and amortization for the school. Ksixteen will recommend a local architect or design/build construction firm to fast track the school development. The school could accommodate up to 1,000 students with over 40 classrooms of 650 square feet each and larger specialty rooms for art, music, computers, special education and science labs for grades 6 to 8. The school will provide 5,000 to 6,000 square feet of multipurpose space. The building will be two to three stories and will be handicap accessible from the outside and served by an elevator in the interior.

Ksixteen has overseen the construction of over $300 million of Edison's charter school projects over the last five years and is confident that the school will be open by early August 2002.

G. Transportation

Imani will provide transportation for all students who do not have their own means of transportation to attend school. Imani will accomplish this by using a multi-pronged approach based on Edison's experience with transportation in other cities where it operates charter schools. Given the large size of Marion County, it is impossible to provide an accurate portrayal of how the transportation will actually occur for students until the physical location of the individual students is known. However, we can share some of the strategies that will be used.

Experience
Imani will learn from the experience of Edison in addressing the transportation needs of charter schools of this size. It has been Edison's experience that in citywide charters with populations over 900 students, greater than 80% of the student body provides their own transportation or walks. Edison's expense history shows that the average cost for a school is approximately $325 per student. The Imani School has based our costs on $300 per student (annual budget of $300,000) and is assuming that 50% of our students will need transportation.

Contracted Services
We have contacted three of the largest national school bus service providers, Durham, First Student and Laidlaw to begin transportation negotiations. While our conversations have been limited due to the lack of knowledge about the actual location of the students, each company has provided preliminary proposals that are within the range of our budgeted amount.

We are also in discussions with IndyGo and local delivery companies to explore other transportation options. While it is our preference to use traditional school buses, we must take into account the student

whose address makes it impractical to be included as part of a normal bus run and is better served by specialty service. This practice has been used successfully by numerous school districts across the country and at other Edison schools.

All drivers of any contracted services will be put through the necessary background screening and must provide the appropriate insurance to guarantee the safety of the students. In addition to contracting for bus service, we will also contract for travel route planning services. Most of the major transportation companies have sophisticated route-planning software designed specifically for creating new bus routes as new schools come online. Use of this software will guarantee the most efficient use of our limited transportation resources and provide students with the shortest routes to school.

Special Education Students
Imani has also explored meeting the needs of students with special physical needs that may not be able to utilize other transportation services. Based on our research, we believe we are prepared to meet this challenge.

Community Networking
For many parents the school bus is not an acceptable option regardless of whether their child is attending a traditional public school or a charter school. Edison has had success helping families network with each other to provide carpools for their children and will use those same practices to help families connect once the students are actually slated to attend the school.

Strategic Partnerships
Imani is one of three applicants in Indianapolis pursuing a charter in conjunction with Edison. Assuming charters are granted to the other schools partnering with Edison, we will work with them to develop a transportation plan that takes advantage of the economies of scale these schools will achieve by working together. Also we will also consider working with other non-Edison charter schools to the extent it may result in mutually beneficial transportation arrangements.

H. Risk Management

Edison is acutely aware of the fact that in order to provide a proper environment for learning, their students, parents and employees must be provided with safe and secure schools. Toward this end, Edison has undertaken a vigorous company wide program of loss control and claims management.

Edison will provide Imani with all legally required insurance amounts. A detailed summary of the insurance coverage for Edison is included on the following page.

Edison Schools, Inc.
Summary of Coverage

Commercial General Liability – AIG Insurance

Limits of Coverage as follows:

$2,000,000	General Aggregate
$2,000,000	Products / Completed Operations Aggregate
$1,000,000	Personal / Advertising Liability Limit
$1,000,000	Combined Single Limit, Each Occurrence

       $5,000   Medical Payments, Any One Person

The commercial general liability insurance is subject to a $250,000 self insured retention with total claims limit to $1,600,000.

Automobile Liability – AIG Insurance

$1,000,000 Each Accident with the coverage applicable to all autos (owned, non-owned and hired).

Umbrella Liability – Nation Union Fire Insurance Company

Limits of coverage are as a follows:
      $25,000,000 Each Occurrence
      $25,000,000 General Aggregate
      $25,000,000 Products / Completed Operations Aggregate
        $10,000 Self Insured Retention

Educators Legal Liability – Federal Insurance Company

Limits of coverage are as follows:
      $5,000,000 Each Loss
      $5,000,000 Aggregate

The ELL Policy is subject to deductibles of:
      $250,000   Each Indemnifiable Loss
          $0   Each Non-Indemnifiable Loss

Workers Compensation – Clarendon Insurance Company

Insurance is provided in accordance with the laws of the states where Edison and/or the covered Charter School Organizations have employees domiciled. The program is partially self-insured with a $300,000 deductible applicable per occurrence.

Property Insurance – Travelers Insurance Company

The property policy provided blanket limits of $40,000,000 for business personal property $65,000,000 for computer equipment and $5,000,000 for income extra expense at scheduled locations. Specific coverage is provided for buildings. A $50,000 deductible is applicable.

Boiler & Machinery – Travelers Insurance Company

A $50,000,000 blanket limit is applicable to business personal property at scheduled locations and specified buildings a $ 10,000 deductible is applicable.

I. TimeLine

Below is a detailed summary of the implementation timelines that have been developed by Edison. The timelines represents over 175 pages of school start-up procedures that could not be included due to space

limitations. These timelines also represent the experience of successfully opening over 130 schools across the nation. It is anticipated the following schedule will be implemented upon granting the charter.

Facilities Start-up Timeline
Phase 1: Development	currently underway
Phase 2: Development Handoff	partially underway; more as sites are identified
Phase 3: Pre-Construction	when site is finalized
Phase 4: Construction	after site has been obtained
Phase 5: Arrange Facilities Services	simultaneous with phase 4, complete by Aug. 30
Phase 6: Pre-Opening	Summer of 2002, complete by Aug 30

Enrollment Start-up Timeline
Phase 1: Set up Start-up Office	from date of charter award through April 15, 2002
Phase 2: Train Office Assistant	March 1 to May 30, 2002
Phase 3: Identify Recruitment Goals	After site is selected through May 30, 2002
Phase 4: Develop Recruitment Strategy	After site is selected through May 30, 2002
Phase 5: Prepare to Recruit Students	After site is selected through May 30, 2002
Phase 6: Recruit Students	After site is selected through May 30, 2002
Phase 7: Process Student Applications	After site is selected through school opening
Phase 8: Prepare for Student Lottery	April to May 2002
Phase 9: Select Students	After site is selected through school opening
Phase 10: Enroll Students	After May 18th or lottery to school opening
Phase 11: Reach Out to Parents	June to September 2002
Phase 12: Plan for Opening Day	July to August 2002
Phase 13: Report Enrollment	August through the school year

Parent Orientation Start-up Timeline
Phase 1: Planning	Summer 2002
Phase 2: Family and Student Support	Throughout school year
Phase 3: School Grand Opening Celebration	August to October 2002
Phase 4: Ongoing Orientation	Fall 2002

Scheduling Start-up Timeline
Phase 1: Align Staffing, etc.	Spring 2002
Phase 2: Develop Preliminary Schedule	Spring/summer 2002
Phase 3: Assess Implications of Schedule	April to school opening 2002
Phase 4: Finalize and Implement Schedule	July to August 2002

Staffing Start-up Timeline
Phase 1: Get Started	Spring 2002
Phase 2: Develop a Recruiting Strategy	Spring to July 2002
Phase 3: Create Support System	Spring to July 2002
Phase 4: Search for Applicants	Spring to August 2002
Phase 5: Screen Applicants	Spring through end of first year
Phase 6: Recruit Teachers	Spring to August 2002
Phase 7: Select and Hire Staff	Spring to August 2002
Phase 8: Clean Up	Spring to August 2002

Technology Start-up Timeline
Phase 1: Hire, Orient, and Train Staff	Spring to July 2002
Phase 2: Purchase Technology	After site is selected through school opening
Phase 3: Receive and Set Up Technology	June through school year

Professional Development Timeline
Phase 1: Organize Leadership Conferences Registration	April to July 2002
Phase 2: Register for teacher conferences	April to August 2002

Phase 3: Schedule Pre-Service   June to August 2002
Phase 4: Ensure Logistics for Training   May to June 2002
Phase 5: Ensure Site Profile   Summer through school year
Phase 6: Ensure Effective Delivery of Materials Summer through school year
Phase 7: Develop Site Based PD Plan   Summer through school year
Phase 8: Budget for Ongoing PD   Summer through school year
Phase 9: Monitor PD Activities   Summer through school year
Phase 10: Edison Curriculum Trainings   Summer through school year

V. GOALS

ACADEMIC PERFORMANCE

To produce students who demonstrate high academic performance
The student achievement goal is to raise student performance over the life of the charter. Student performance will be measured not only by the ISTEP, but also by the SAT9. This nationally norm-referenced test will be administered to students in the second grade and above during the fall semester of the first year to create baseline data. It will then be administered during the spring of that first year to measure progress, and then again each subsequent spring.

The target for the school, after the establishment of the baseline scores, would be a 5% growth for all grades and all subjects on the ISTEP each year. Thus, after five years (with the first year as a baseline), the Board might expect 20% cumulative growth for the number of students at or above proficiency levels. On the SAT9, the school's annual objectives would be to raise same cohort performance by 3 national percentile ranks each year across all subjects.

To have students be articulate, ethical, healthy and eager for further learning and who will grow to become productive, informed citizens
The Board and Edison believe schools cannot be successful unless students display certain values, such as the willingness to take responsibility for themselves and their education, respect for teachers and other students, and the desire to receive an education. Imani program will be built around a defined set of core values: equality, wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity. Edison believes these core values help promote strong character in students and a positive learning environment. Students, especially young children, learn ethical behavior through experience. They need to feel the support of a safe and clean environment; they need to feel respected for who they are and what they can become; they need to understand what responsibility means and to be taught how to succeed at meeting their responsibilities. Indianapolis students will receive instruction in these core values at every grade level. For example, students in the elementary schools will read out loud and have group discussions of morality stories written for children. In addition, teacher training in student discipline, classroom management, and instruction is based on a character education program that incorporates these values.

ORGANIZATIONAL VIABILITY

To open on time and on budget in our new building
As straightforward as this goal may seem, nothing will better establish Imani than the construction of a brand new facility dedicated to educating the students of our community. This will be a major undertaking, fraught with peril, but its success is essential to our success.

For the school to have strong financial management and budget controls

The Board and Edison expect that Imani will be an excellent steward of its financial resources. The schools will develop consistent and accurate financial management processes. Achieving financial management standards in areas such as purchasing, payroll, maintaining fund accounts, and other financial processes including budget planning and management are required. Public reporting of accounts and budgets will be compliant with Edison's accountability standards for public reporting and with Indiana statutes. Most important, the school will be responsible for meeting the financial goals set forth in their annual budgets—goals for revenue, expenditures, and gross and net site contributions. Imani will be measured on how effectively it manages its finances.

SCHOOL- SPECIFIC OBJECTIVES

To be recognized as a community resource center

Imani is excited about the opportunity that will exist to service the students, parents and staff who will comprise the school's immediate community. However, Imani also welcomes the opportunity to provide services and programming for the greater community of North Indianapolis. This will include a variety of activities such as volunteering, neighborhood clean-ups, referrals to social service agencies, food drives, fund raisers, beautification projects, sporting events and presentations that the community is invited to attend. Imani will evidence success in this goal by: 1) the number of community visitors to the school who are not directly related to the school; 2) the number of projects that school engages in that benefit more than the immediate school; and 3) the number of hours logged by students and staff to support these efforts.

To achieve high levels of parent, faculty and staff satisfaction

Each year, Edison commissions Harris Interactive (formerly the Gordon S. Black Corporation) to survey parents and students. Harris Interactive is one of the nation's leaders in helping schools and other enterprises understand their customers and improve their clients (i.e. the students, parents and teachers) satisfaction. Harris Interactive will analyze the results of its surveys and provide Imani with extensive diagnoses of what they need to do to improve client satisfaction. The school will be measured on the level of customer satisfaction they produce.

VI. SUMMARY OF STRENGTHS

Imani is supported by a powerful network of individuals, organizations and resources that are committed to the creation of an excellent charter school to serve the needs of students in the Indianapolis community. The opening of Imani will have a significantly positive impact on the educational community of Indianapolis. Not only will many students be able to receive greater personal attention and increased focus on their individual development, but the successes of Imani will be shared with the community at-large as an example of what can be accomplished in public education.

The Board is prepared to harness the resources needed to offer a world-class education to the children of Indianapolis. We will use the experience of First Baptist Church and the support of our wider community to release a new creative imagination for the education of our children. Imani will use the research-based and classroom-tested educational program of Edison, the nation's largest private manager of public schools, to provide instruction and assessment that focuses on student achievement. Imani will also utilize the financial backing of a billion dollar company, combined with the love of a 116-year old church and several non-profit organizations to construct a building and manage any challenges that may arise.

Most importantly, Imani will be able to rely on a dedicated Board of richly talented individuals, each committed to contributing their personal time and energy and professional network of resources to this school.

It is indeed our privilege to be considered as an exciting alternative for the educational needs of the gifted and talented student of our community. Our hope is to be an agent of change as we seek to provide an exciting new option for a world-class education. Our community will be enhanced by our love and dedication to the establishment and success of The Imani School for Excellence.